2009 Annual School Report
Green Valley Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Quality teaching and learning is at the heart of everything we do at Green Valley Public School. The classrooms are alive with learning. The students are engaged, focused and happy in the safe and productive learning environment.

Staff

We had 35 members of staff in 2009. This included a principal, 4 assistant principals, 16 classroom teachers, 2 part time librarians, 2 part time English as a second language (ESL) teachers, 1 learning assistance teacher and part time release teachers. Our office is staffed by 1 senior administrative manager and 3 school administrative officers. We are assisted in grounds and maintenance by 1 full time general assistant. 2 part time teacher’s aide – special assists students with learning difficulties and disabilities in the classroom.

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

Significant programs and initiatives

Green Valley Public School participated in a number of programs and initiatives in 2009 to provide support for the students and allow them to engage in a variety of extracurricular activities.

Some of these included:

- Family Resource Centre
- Green Valley Great Start Program
- Student Parliament and Leadership
- Western Liverpool Festival of Performing Arts
- Junior and Senior Dance Groups
- Aerobics
- Premier’s Reading, Spelling and Sporting Challenge
- Fitness Club
- Milo Cricket Cup
- PBiS
- Inter – school Chess Club
- Reading Recovery Program
- Mind Marathon
- Junior and Senior Choirs

Literacy – NAPLAN Year 3

Our average marks in 2009 were:

- Reading 409.8 compared to the state average of 423.7
- Writing 424.1 compared to the state average of 423.7
- Spelling 419.0 compared to the state average of 423.9
- Grammar and Punctuation 408.7 compared with the state average of 426.7

Numeracy – NAPLAN Year 3

Our average marks in 2009 were:

- Numeracy 384.3 compared to the state average of 405.8

Literacy – NAPLAN Year 5

Our average marks in 2009 were:

- Reading 469.1 compared to the state average of 502.3
- Writing 464.7 compared to the state average of 491.6
- Spelling 504.8 compared to the state average of 503.0
- Grammar and punctuation 498.7 compared with the state average of 508.0

Numeracy – NAPLAN Year 5

Our average marks in 2009 were:

- Numeracy 480.9 compared to the state average of 502.9

Messages

Principal’s message

This report describes the achievements of students, staff and families of Green Valley Public School during 2009. The school was established in 1882 and has been an integral part of the community for the past 127 years.

This year again was an extremely busy year for our hard working staff and students. We continued to maintain our focus on providing high quality literacy and numeracy programs while providing a
wide variety of extra curricula activities for students.

The completion of a major capital works program including a new school hall, toilets, canteen, COLA and storage facilities has been a highlight for the community. The end of year presentation day was held in the new school hall for the first time.

Our class teachers, specialist teachers and administrative staff are to be congratulated for the dedication and enthusiasm they bring to work each day, where a commitment to learning and high expectations occurs daily within a vibrant learning environment.

The student's achievements in NAPLAN and in school based assessment indicate continued improvement. Quality professional development of teachers has resulted in enhanced classroom practice.

Our students are happy, responsible and dynamic citizens of Green Valley Public School and display a love of learning that is evident in every classroom.

Historical links with the community through strong parent - school partnerships continue. The school's parents and citizens association has worked tirelessly throughout the year to support the school and raise extra funds.

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.

Kerry Lee
Principal

P&C and/or School Council message

The P & C continued its fundraising efforts with a small but very dedicated P & C. Various events were held throughout the year and were well received and supported by the wider community. Some events were postponed due to the construction work on the school premises, but with end results nearing, no – one seemed to mind.

2009 saw the P & C continue its support of the school with funding for a number of literacy and numeracy program, its continuing support of Presentation Day and various in – school projects.

A big task for the year saw a Uniform Committee formed to oversee the implementation and introduction of a new uniform and Uniform Policy.

The school community was very supportive of the change, and the P & C supports the changes made with the school population looking much neater and smarter.

P & C numbers began to increase in the latter part of the year and we are looking forward to another successful and collaborative year in 2010.

Julie Low
P & C President

Student representative's message

Green Valley Public School is a great way to start off a child’s education. The school allows students to participate in extracurricular activities such as the ‘in2Cricket Milo Cup’. Students can now enjoy having their school assemblies in our new school hall.

The 'in2Cricket Milo Cup' is an 8 – a – side cricket tournament. Green Valley had both a boys and girls team. The girls were successful once again and are now, for a second year in a row, are state champions!

At the beginning of the year, the school faced a major school renovation. The old Canteen, basketball court and play equipment were removed and a school hall was coming Green Valley’s way, as well as a multipurpose court. Late last year the school hall was officially handed over. Hopefully the hall will be treasure for many years to come by both staff and students.

Iesha Jeffrey & Travis Low
School Captains 2009

School context

Student information

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

Student enrolment profile

In 2009 there were 491 students enrolled at Green Valley Public School.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>262</td>
<td>277</td>
<td>255</td>
<td>255</td>
<td>250</td>
</tr>
<tr>
<td>Female</td>
<td>242</td>
<td>254</td>
<td>257</td>
<td>249</td>
<td>241</td>
</tr>
</tbody>
</table>
Student attendance profile
Attendance rates at the school are slightly above state and regional averages.

<table>
<thead>
<tr>
<th>Class sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.</td>
</tr>
<tr>
<td>The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2P</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2P</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>1HS</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
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<td>31</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>31</td>
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<tr>
<td>3Z</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>4/5K</td>
<td>5</td>
<td>9</td>
<td>30</td>
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<tr>
<td>4B</td>
<td>4</td>
<td>32</td>
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</tr>
<tr>
<td>4H</td>
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<td>31</td>
<td></td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>16</td>
<td>29</td>
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<tr>
<td>5/6E</td>
<td>5</td>
<td>13</td>
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<td>5/6E</td>
<td>6</td>
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<td>28</td>
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<td>5</td>
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<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
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Structure of classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Early Stage 1 (Kindergarten)</td>
<td>3.5</td>
</tr>
<tr>
<td>Stage 1 (Year 1 and Year 2)</td>
<td>5.5</td>
</tr>
<tr>
<td>Stage 2 (Year 3 and Year 4)</td>
<td>7.5</td>
</tr>
<tr>
<td>Stage 3 (Year 5 and Year 6)</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

The number of staff in NSW public schools is dependent upon the enrolment of students and the identified needs of the school community. In 2009 there were 20 mainstream classes.
Staff retention

Teacher Movements

<table>
<thead>
<tr>
<th>Teacher Movements</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Retirements</td>
<td>0</td>
</tr>
<tr>
<td>Promotions</td>
<td>0</td>
</tr>
<tr>
<td>Transfers</td>
<td>2</td>
</tr>
<tr>
<td>New Appointments</td>
<td>2</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>158,021.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>287,806.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>627,978.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>413,017.53</td>
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<tr>
<td>Interest</td>
<td>10,691.79</td>
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<tr>
<td>Trust receipts</td>
<td>6,300.45</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,513,816.54</td>
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**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>37,278.95</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25,083.70</td>
</tr>
<tr>
<td>Excursions</td>
<td>356,554.47</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37.278.95</td>
</tr>
<tr>
<td>Library</td>
<td>8,004.64</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>15,146.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82,137.40</td>
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<tr>
<td>Casual relief teachers</td>
<td>70,512.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>76,610.32</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,910.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,262.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,316.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8,009.87</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>730,829.35</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>782,987.19</td>
</tr>
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</table>

A full copy of the school's 2009 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 2009

Achievements

Arts

Western Liverpool Festival of Performing Arts

We were thrilled to have 21 students participate in the Western Liverpool Festival of Performing Arts 2009. Both the junior and senior dance groups were involved in an intense rehearsal schedule where each group learnt one dance that they performed at an evening performance at John Edmondson High School.

The student's costumes were bright and eye catching and looked great on stage. All the students were outstanding, both in performance
Debating

In 2009 nine talented senior students participated in the Cowpasture Cluster Debating Challenge. This is a limited preparation style of debating. The students get their topic one hour before the debate and flip a coin to determine affirmative and negative teams. Our team had a very successful year, coming equal second overall. Congratulations to our debating team who were outstanding in their performance, group work and as representatives of Green Valley Public School - Jimmy Khau, Andrew Gonzales, Simon Reardon, Alyssa Gillgren, Kelechi Imo, Nikhil Jeyadevan, Travis Low, Jamie Gallagher and Danny Do.

Boys HIPP Club

A series of boys from Stage 2 and 3 were selected to be part of the Green Valley Boys HIPP Club. This program ran throughout the year at lunchtimes. It was aimed at assisting and supporting boys to develop and maintain positive social skills and behaviour. The program aimed to equip students with strategies to resolve conflict positively in a safe and nurturing environment. Constable Danny Kidd of Green Valley Police Station generously offered his time to support and take part in this program, as a friend and positive role model for the students.

Chess Club

This year, for the first time, Green Valley students had an opportunity to play chess in a competitive environment. We started with a lunchtime chess competition divided into beginners, intermediate and expert levels. It was great to see the more experienced players teaching and encouraging the students who were just learning the game.

During terms two and three, we had two teams competing in the NSW Junior Chess League inter—school competition. Our students took part after school on a Friday, which we were able to do thanks to the support of our parents who offered help with transport. Both teams finished in third place. Congratulations to Long Tran, Johnathon Cheung, Danny Do, Simon Reardon, Patrick Tran, Travis Low, Mark Harter, Iesha Jeffery, Sean Harter and Ahmed Jeffery.

NSW Junior Chess League Tournament

In term four, five teams from our school competed in the NSW Junior Chess League primary schools one—day tournament at Fairfield RSL Club. The entire day was spent completing six chess matches, in a very competitive atmosphere. Teams were given a lot of responsibility in organising themselves on the day and our students rose to the challenge. Congratulations to Jamie Gallagher, Dipesh Kripal, Rebein Khoshnow, Robert Kingston, Simon Reardon, Saleh Suliman, Timothy Jakimovski, Cody Lewis, Daniel Ha, Sean Harter, Mark Harter and Eric Truong. Our top team came fourth out of fifty teams and then competed in the State Metropolitan Finals. Well done Long Tran, Patrick Tran and Johnathon Cheung.

Milo Cricket Cup

A team of girls from Years 4-6 took part in a Zone, Regional and State Carnival for the Milo Cup Cricket Competition. The girls went through each event undefeated and were given the chance to defend their State title from last year at the SCG again. The girls claimed the title again and were crowned 2009 Girl’s State Milo Cup Cricket Champions. Nakkiah Simpson was named Player of the day at the Regional Carnival and Tehgn Connor player of the day at the State Carnival. They girls were then part of the On Ground Entertainment for the Test Match between Australia and South Africa at the SCG in January 2010. The team consisted of Iesha Jeffery, Nakkiah Simpson, Bianca Micevski, Erica Acosta, Tehgn Connor, Ashley Byrnes, Jenny Lim, Natasha Singh, Heena Nisha and Abbey Winley.

Cottee’s Football

A group of students from Years 3 and 4 had the opportunity to play in a 5-a-side round robin competition organised by Football NSW and sponsored by Cottee’s. There was a boys team, girls team and mixed team. This was a fun, non-competitive, friendly competition which gave the younger students the opportunity to be involved.

Premier’s Sporting Challenge

The whole school took part in the PSC for 2009. Each week, the students results on how much physical activity they had participated in was...
recorded. The whole school received a Gold Award for their efforts. A grant for the school was also received to the value of over $4,000. This grant will be utilised for sporting equipment and attire.

University and TAFE partnerships

In 2009 Green Valley Public School has continued ongoing support to the practicum students from University of Western Sydney and TAFE NSW Overseas Teachers’ Bridging Program. The Practicum consisted of a combination of day visits and blocks of up to three weeks. University of Western Sydney students also attended context visits and in class demonstration lessons. Green Valley will continue to strengthen these partnerships every year.

Academic

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 the assessments.

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

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

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in Reading

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.2</td>
<td>99.7</td>
<td>123.3</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>60.2</td>
<td>72.6</td>
<td>49.9</td>
</tr>
<tr>
<td>LSG</td>
<td>80.1</td>
<td>73.7</td>
<td>57.8</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Green Valley has continued to support and cater for the Aboriginal students in 2009. Teachers wrote Personalised Aboriginal Learning Plans in negotiation with their Aboriginal students. The Aboriginal Learning Plans were written to support and address Literacy and Numeracy outcomes of these students and also give the children common goals that they could work towards with their classroom teacher.

The school also celebrated NAIDOC week which was an incorporation of culture, respect and inspiration of the Aboriginal and Torres Strait Islander heritage. Students had the opportunity to make Aboriginal art work and hear about the heritage behind NAIDOC Day. They were also treated to cultural performances and a formal NAIDOC assembly.

Green Valley Aboriginal students have also been part of the KOORI club which is held every week at lunch times. Students who are part of this group complete activities based on Aboriginal Art, traditional foods, music, Dreamtime stories, talks with an Aboriginal Elder and a Koori Choir.

**Multicultural education**

Our achievements include;

- A Stage 3 class participated in combined Environmental and Multicultural Project. It was funded by the Multi – cultural unit and ran in conjunction with the Georges River Environmental Education Centre. The purpose of the ‘Links to the Landscape’ Project was to integrate an appreciation of our catchment area with values held about water with other cultures.

- ESL students attended a “Coastal Environment” excursion at Austimeer Beach. The purpose of this excursion was to provide a beach experience and to introduce language associated with coastal environments to students not necessarily familiar with the coast.

- A Community Education Officer (CIO) in-serviced our staff about the ‘Bilingual Big Book Project’. Some classes then created a ‘Bi – lingual Big Book’ for use as a school community resource.

- School and class celebrations including ‘Harmony Day’ and ‘Multicultural Day’ were held at our school to acknowledge and celebrate the many cultural backgrounds of our students.

- School leaders from ESL backgrounds attended a ‘Student Leadership for Cultural Diversity’ Network meeting in term 4. The purpose of this meeting was to promote cultural and linguistic diversity amongst the many and varied backgrounds of our student population in south western Sydney.

**Future Directions**

- School student leaders will attend further network meetings of ‘The Student Leadership and Cultural’ program.

- A $1000 grant will be used to initiate a series of Parent Forums designed to inform parents on the accessibility of the curriculum for ESL students.

**Positive Behaviour Intervention Scheme (PBIS)**

PBIS is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviours.

Green Valley PS launched PBIS to the whole school community by having activities and providing show bags to introduce our three new school rules. Bright, colourful signs were erected around the school highlighting our rules:
PBIS is a school wide system. Teachers implement fortnightly social skills lesson based upon the PBIS matrix. Rules apply to every area of the school. There is a sequence of consequences for incidents at our school. They are divided into three categories: Major Incidents, Big Trouble and Little Trouble.

We introduced a PBIS reward system where students were given coloured merit tokens to provide positive reinforcement for those children who were being learners, being respectful or being safe.

Best Start
This year our Kindergarten students successfully trialled a new literacy program called Jolly Phonics. This program focuses on developing phonemic awareness in the early years. The aim of Jolly Phonics is to develop the fundamental skills for reading and writing. It teaches letter sounds in an enjoyable, multisensory way and enables children to use them to read and write words. Jolly Phonics incorporates the five basic skills for reading and writing which are: learning the letter sounds, learning letter formations, blending, identifying sounds in words and spelling tricky words.

Progress on 2009 targets

Target 1
To improve students’ inferential comprehension skills K-6

Our achievements include:

98% of Year 3 students achieving national benchmarks in reading.
93% of Year 5 students achieving national benchmarks in overall literacy.
35% of Year 3 students performing in the top two bands in overall literacy.

Target 2
To improve student outcomes in numeracy with a focus on working mathematically

Our achievements include:

98% of Year 5 students achieving national benchmarks in numeracy.
92% of Year 3 students achieving national benchmarks in numeracy.
50% of students achieving stage appropriate outcomes (sound result level or above).

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations based on planning.

Educational and management practice

Background
Members of the school community were surveyed regarding their understanding and beliefs about planning at Green Valley Public School.

Findings and conclusions
100% of teachers believe that the statement of school purpose is usually responsive to the changing needs of the students.
90% of teachers believe that the main purpose of school targets is to improve student learning outcomes.
85% of the students believe that the school’s statement of purpose generally makes sense.
82% of the students believe that the main purpose of the school’s targets is usually to improve student learning outcomes.

Future directions
A focus on target setting across all grades K – 6 will be implemented in 2009. This will enable the tracking of student achievement across all key learning areas, with a particular emphasis on literacy and numeracy.

Curriculum - COGS

Background
The school self – evaluation committee chose to evaluate the Connected Outcome Groups (COGs) and their implementation in the classroom. COGs encompass four of the Key Learning Areas – Creative Arts, Science & Technology, Human Society and Its Environment and Personal Development, Health and Physical Education.

Findings and conclusions
79% of teachers implement two or more COGs lessons per week.
52.1% of teacher would consider the implementation of COGS at our school effective.
94.7% of teachers are yet to integrate COGs into their numeracy lessons.

**Future directions**

The continued implementation of COGs will occur at our school to ensure that the content with the specified Key Learning Areas is successfully taught in all classrooms. Further investigation will be conducted into the effective integration of COGs into literacy and numeracy.

**Professional learning**

All staff were involved in professional learning activities during 2009. These activities were based around school targets and in line with the school's management plan and staff and student needs. Teacher professional learning funds (TPL) were used to allow teachers to attend courses, hold staff meeting and engage educational experts to assist with teacher learning and advancement.

During 2009 $26,736.56 was expended on ensuring staff were appropriately professionally developed.

**School development 2009 – 2011**

Our focus areas for the next two years are literacy and home/school/community partnerships. Targets include:

- Improved levels of attainment in literacy with a focus on reading
- Improved levels of attainment in numeracy
- Improved student behaviour
- Improved partnerships with families and the local community

**Targets for 2010**

**Target 1**

*To improve student outcomes in reading with a focus on higher order comprehension K – 6.*

Strategies to achieve this target include:

- Implementation of accelerated literacy components
- Whole school emphasis on home reading program
- Implementation of buddy reading program
- Implementation of the Key Into Comprehension program in stages 2 and 3

Our success will be measured by:

- 50% of students achieving in the top 2 bands
- 30% of Year 3 students achieving in the top 2 bands
- 90% of Year 5 students achieving stage appropriate outcomes

**Target 2**

*To improve student skills when questioning and communicating in Mathematics K - 6*

Strategies to achieve this target include:

- Implementation of the Go Maths program K – 6
- Implementation of the Count Me In Too program in Years K – 4
- Streamed maths groups in Years 4 - 6

Our success will be measured by:

- 35% of Year 3 students achieving in the top 2 bands
- 30% of Year 5 students achieving in the top 2 bands
- 80% of students achieving grade appropriate outcomes
- 95% of students achieving at or above minimum standards in Year 3 (Band 3 or above)
- 100% of students achieving at or above minimum standards in Year 5 (Band 4 or above)

**Target 3**

*To improve social support for students and families.*

*To improve home/ school/ community partnerships.*

*To improve student attendance and engagement.*

Strategies to achieve this target include:

- Continued implementation of PBIS program
- Communicating more effectively via the school’s website
- Establishing stronger links with feeder high school
- Hosting parent workshops and forums

Our success will be measured by:

- 10% decrease in office referrals for behaviour
- Student attendance resulting in at or above average standards.
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.

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