Green Valley Public School
Annual School Report 2014
School context

Green Valley Public School is in the Liverpool Group of schools within the Sydney South West region of NSW Department of Education and Communities (DEC). Our school community is diverse, with 79% of our students coming from a language background other than English. There are 30 different languages spoken with the main languages being Vietnamese, Spanish, Arabic, Laos and Hindi. The school includes an active Family Resource Centre funded through Mission Australia that provides family support and services to families from birth to the age of six. Transition to school programs, links to area health services, playgroups and parent information programs are a feature of this service. Classrooms are fully air-conditioned and equipped with the latest technology. The school curriculum consists of many extra-curricular opportunities, with sporting and performing arts groups achieving highly in district, state, regional and national competitions. Students wear our school uniform with pride.

Principal’s message

It is with pleasure that I write my second report as Principal of Green Valley PS.

We have had another wonderful year of student successes in academic, sporting and cultural endeavours.

I am very proud of the way in which our students work on a daily basis in classrooms, the playground, on the sporting field or wherever else their learning takes them.

I am very proud and thankful for the wonderful team of staff who teach and support our students. It is with their dedication, commitment and highly competent teaching that we are making progress in our teaching and learning programs.

Our parents and community members strongly support our school to make it the best possible place of learning for our students and I thank them for all of their hard work.

This being said, we still have lots to do. In 2014, we conducted a full analysis of our school to determine future strategic directions for the 2015-17 school years and we identified some areas of our school in which we will continue to work to improve so that we get better results for our students. One such area is in community engagement. To get better results, we need the entire community to get behind their children to reinforce the message of how important a good education is. Together we can achieve great results.

Our reading results need constant work. We do have 79% of our students learning English as their second language but we believe we can get better results over the next three years. We commenced an intensive new approach to the teaching of reading in the early years that involved significant professional learning for staff and consistent implementation across all classrooms.

We are confident that the next three-five years will bring about the improved results we know our students are capable of achieving.

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.

Brett Warwick
Principal

P & C Report

2014 has been another successful year for the P&C. Many new members were welcomed and the assistance that they have given throughout the year has been very much appreciated.

We have continued our successful fundraising activities this year including discos, raffles, Mother’s and Father’s Day Stalls, and the gelatos continue to be a success on Friday afternoons. Due to the success of our fundraising we have been able to contribute to a number of school projects including the purchase of the electronic noticeboard at the front of the school, additional picnic settings and playground markings and all the book prizes for Presentation Day.

All parents are encouraged to become involved in our school’s P&C and in turn, become more involved with their child’s education. We look forward to welcoming you to the P&C in 2015 and to working together for the benefit of all students, parents and teachers at Green Valley Public School.

Mrs Rosa Clima
P&C President
**Student representative’s message**

As your school captains, we are proud to say that our time at Green Valley Public School provided lots of fun extra-curricular activities in which the students loved to participate. These included dance groups, aerobics, PSSA, debating, tournament of the minds, ICAS competitions, maths olympiad, public speaking, choir, Koori club and many more. These activities have helped us gain confidence and enthusiasm towards school events. They have also taught us to be team players and get involved with the wider community.

At Green Valley Public School we have also been lucky enough to have fun days such as Buzz days, mini fetes, carnivals, school camps, excursions, mufti days and school discos kindly organized by the teachers and our P&C. We wish the entire student body at Green Valley Public School every success for the future.

Isabella Rawlins and Lachlan Beale

2014 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**

This year there has been a drop in enrolments compared to previous years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>255</td>
<td>250</td>
<td>251</td>
<td>242</td>
<td>236</td>
<td>224</td>
<td>238</td>
</tr>
<tr>
<td>Female</td>
<td>249</td>
<td>241</td>
<td>271</td>
<td>260</td>
<td>273</td>
<td>259</td>
<td>221</td>
</tr>
</tbody>
</table>

**Student attendance profile**

This is the highest attendance rate in six years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.0</td>
<td>92.9</td>
<td>94.6</td>
<td>92.9</td>
<td>95.0</td>
<td>96.1</td>
</tr>
<tr>
<td>1</td>
<td>92.8</td>
<td>93.6</td>
<td>93.2</td>
<td>92.0</td>
<td>95.1</td>
<td>94.5</td>
</tr>
<tr>
<td>2</td>
<td>92.6</td>
<td>93.5</td>
<td>94.3</td>
<td>92.9</td>
<td>94.8</td>
<td>96.1</td>
</tr>
<tr>
<td>3</td>
<td>93.1</td>
<td>93.8</td>
<td>93.4</td>
<td>94.2</td>
<td>94.6</td>
<td>96.1</td>
</tr>
<tr>
<td>4</td>
<td>94.9</td>
<td>94.1</td>
<td>94.4</td>
<td>91.4</td>
<td>94.2</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>96.6</td>
<td>94.1</td>
<td>94.2</td>
<td>94.4</td>
<td>95.4</td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>94.4</td>
<td>95.1</td>
<td>94.2</td>
<td>94.7</td>
<td>95.5</td>
</tr>
<tr>
<td>Total</td>
<td>93.3</td>
<td>94.2</td>
<td>94.2</td>
<td>93.2</td>
<td>94.7</td>
<td>95.4</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Non-attendance is followed up at the school by classroom teachers requesting notes to explain absences.

Where absences become of concern, or notes are not provided by families, letters are sent home reminding families of their obligation to have children attend school and explain absences.

100% attendance awards are implemented to encourage attendance.

Consultation with Home School Liaison Officers occurs to support families improve attendance patterns.

Late arrival to school continues to be a focus of improvement.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of EAL/D</td>
<td>2.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.382</td>
</tr>
<tr>
<td>Total</td>
<td>31.082</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as being Aboriginal.

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>52</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>48</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Four beginning teachers had met the required number of teaching days and were eligible for accreditation. They completed and submitted their accreditation packages and reports in Term 4. These teachers will find out in early 2015 if they have been successful in acquiring accreditation at Proficient Level.

Beginning Teachers

From the beginning of Term 2 until the end of Term 4, a Teacher Mentor provided support to beginning temporary teachers of Green Valley Public School along with four other schools across Liverpool, including: Liverpool Boys High School, Bonnyrigg Heights Public School, Liverpool West Public School and James Busby High School. Beginning teachers of Green Valley Public School were already being well-supported in the development of their quality teaching practices by their supervising Assistant Principals.

Beginning teachers were provided with in-class support and extra RFF, as well as guidance through the accreditation process. Of the six beginning temporary teachers, four had met the required number of teaching days and were eligible for accreditation.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>296697.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>327240.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>359578.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>330385.60</td>
</tr>
<tr>
<td>Interest</td>
<td>10661.47</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11755.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1336318.55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>40268.96</td>
</tr>
<tr>
<td>Excursions</td>
<td>42454.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>225459.51</td>
</tr>
<tr>
<td>Library</td>
<td>8450.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9569.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>329014.79</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>107942.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>74143.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>57655.42</td>
</tr>
<tr>
<td>Maintenance</td>
<td>47551.87</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12406.93</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12792.73</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>967709.53</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>368609.02</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](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

Aerobics

For the tenth consecutive year, Green Valley Public School has entered the School Aerobics Competition.

This year, we had two teams competing. A Junior team, which consisted of six girls from Year 3, and a Senior team, which consisted of six girls from Year 6.

Both teams trained tirelessly throughout the year and showed great sportsmanship in competition. At regional level, the Senior team, The Valley Vivas, were awarded first place. The Junior team, The Valley Violets, were awarded second place. After the state level competition, the Junior team gained entry to the All Australian National Titles in Queensland. At the national event, the girls performed admirably and made Green Valley extremely proud, coming fourth overall in Australia.

Throughout the year, they performed in community events, whole school assemblies and at our school’s Presentation Day.

Dance

This year, students in Stages Two and Three formed the GVPS Senior Dance Group. The group rehearsed at lunchtimes and after school all year to prepare a captivating performance. They danced to a medley of songs entitled ‘I’ve Got the Magic In Me’; a story dance about believing in the magic you have to share with the world. The senior dance group shared an important message about believing in yourself and not being afraid to take a chance. They performed at the Western Liverpool Festival of Performing Arts, School Concert, Presentation Day as well as our annual Creative Arts Showcase.

Choir

Every year Green Valley Public School students have the opportunity to participate in the School Choir. This year K-2 students practiced every Wednesday and/or Thursday at lunch time to perform in front of community members. They performed at school assemblies, on Presentation Days and other school events.

Debating

In 2014, 15 Stage Two and Three students participated in the Cowpasture Cluster Debating Competition. Two teams of four represented our school at each of the three days of debating. Both of these teams confidently prepared a debate on a given topic in just one hour. One team of five participated in the Premiers’ Debating Challenge. We look forward to continuing our success in 2015.

Art Group

During 2014, a number of students in Years K-4 gained an appreciation of artworks by impressionist painters and completed art works using a variety of media. They concentrated on drawing which included direct observational, remembered and imagined. Many of their artworks were framed and placed in the student art gallery on the back wall of the library.

Sport

In 2014 sport was once again a feature of the curriculum offered at Green Valley Public School.

We participated in three seasons of PSSA sport, with all six sports available in each season. All PSSA teams displayed teamwork, sportsmanship and enthusiasm. Congratulations to the season two Junior Mixed AFL team, Junior Girls Oz-Tag and Season Three Girls Softball Team who were premiers and the Season Three Senior Basketball team who were joint premiers.

This year Green Valley Public School participated in the Swimming, Cross Country and Athletics Carnivals, with students achieving great success at further levels. Seven students attended the Zone Swimming Carnival, with one student progressing to the Regional Carnival.

In Cross Country, thirty two students qualified for the Zone level with four students representing the school at the Regional Cross Country and one competing at State level, placing in the top fifty.

The Zone Athletics Carnival saw forty six students qualify for both track and field events. Two of these students qualified for the Regional Athletics Carnival. Students from K-2 also participated in the Athletics Carnival, rotating around a range of track and field events.

Selected students again this year were given the opportunity to play in the Cops and Kids league
gala day organised by Green Valley Police. The team consisted of six girls and six boys who competed against other schools in the local area. The team won all their games played. The students enjoyed the experience and playing as a team.

New jerseys and sporting equipment were purchased for the school to replace some of the gear used for PSSA.

Overall, 2014 has been a tremendously successful year in the area of sport.

ICT

Our commitment to increasing the use of technology in all classrooms has continued in 2014. ICT at Green Valley Public School has undergone some change in the last twelve months. As 21st century learning is being embraced in all key learning areas, technology is increasingly embedded in teaching programs.

In 2014 we were fortunate enough to win a competition which rewarded our school with 10 new iPads to add to our collection. With a full class set, the integration and use of iPads in classrooms has been far more successful, allowing each student the opportunity to experiment with the device as a learning tool. We have also equipped our specialist support staff with iPads to assist accessing hundreds of applications that will support teaching and learning.

GVPS purchased a set of mobile Lenovo tablets. These devices not only allow for more individualised and self-paced learning, but support publishing, researching and the development of IT skills.

Significant programs and initiatives –
Policy and equity funding

Learning and Support

The Learning and Support Team of 2014 has endeavoured to work collaboratively with all stakeholders (teachers, parents, outside agencies, counsellor and students) in planning for students requiring additional support.

Student welfare has been at the forefront of all Learning and Support Team meetings. With Green Valley Public School being a school with 79% of students from a background other than English, specialist teachers play a vital role in supporting our students.

The Learning Support Team has worked closely with teachers to implement and suggest various strategies for students who require additional support. A main focus has been assisting teachers with developing Individual Learning Plans for students. Specialist teachers have conducted Staff Development Programs to further develop the skills of teachers. This year teachers were addressed by a speech therapist and occupational therapist who up-skilled teachers in strategies that can be used to assist students in their classes.

To build community participation and partnerships, Green Valley Public School has worked with Mission Australia to arrange a Counsellor who was accessible to parents once a week.

A Chillax Program was undertaken to address the needs of targeted students in building and maintaining friendships. They were also given strategies to deal with stress and thus, make better choices.

A Transition Program was organised for the new Kindergarten students of 2015. A hand over meeting was held to inform the Learning and Support Team of those students who may require additional support in 2015.

The Learning and Support Team is very grateful to the school community who volunteered their time to aide in the implementation of the MULTILIT Tutor Reading Program, which provided intensive individual support to students in reading. Parents were orientated to the program and implemented this several times a week for 40 minutes. This year 28 students were able to participate in the MULTILIT Program working with parents, School Learning Support Officers and specialist teachers. Many students have made great gains in their reading and comprehension.

Multicultural education and anti-racism

Our school promotes inclusive classrooms and school practices. The school community enjoyed a Family Picnic Day that highlighted and celebrated the many multicultural backgrounds of the students and their families.

We have an anti-racism officer (ARCO). Their role is to be the contact between students, staff,
parents and community members who wish to make a complaint to do with racism.

There were no reported incidents of racism at school for 2014.

**Aboriginal background**

We have nine ATSI students from Kindergarten to Year 6.

In 2014 the school received $5964 in Aboriginal background funding through RAM. This funding was utilized to support the development of Literacy and Numeracy skills of Aboriginal students, to engage families with the development of personal learning plans for their children and to support the beginning stages of a bush tucker garden developed in consultation with staff from Sydney Botanical Gardens.

No students received Norta Norta funds in 2014.

**Socio-economic background**

In 2014, the school received $145,347 to support students from low socio-economic backgrounds.

This funding was used to improve the quality of teaching through a sustained focus on professional learning and the implementation of a Synthetic Phonics Program in the early years of school.

Assistant Principals were provided with extensive release from face to face teaching to support the development of quality teaching. The school also engaged additional learning and support staff together with School Learning Support Officers (SLSO) to support student with additional learning needs in the mainstream setting.

**English language proficiency**

English as an Additional Language/Dialect (EAL/D) students K-6, have received in class or withdrawal support to further develop their knowledge of the English language. New students have attracted funding support that has resulted in daily one on one support from EAL/D teachers.

School and class celebrations including Family Picnic Day were held at our school to acknowledge and celebrate the many cultural backgrounds of our students.

EAL/D teachers attended teacher professional learning, highlighting a change in tracking students’ progress when learning to speak, listen, read and write in English. Students’ English development is tracked using the EAL/D continuum K-6.

Staff has increased their knowledge of EAL/D pedagogy and to successfully track their EAL/D students using the learning progression modes.

**Other significant initiatives**

**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:

- Collection and collation of data in literacy and numeracy through NAPLAN analysis
- Analysis of cluster levels in literacy and numeracy
- Annual surveys
- Staff and community consultation

**School planning 2012-2014:**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

Reduction in the numbers of students not meeting national minimum standards in reading in Years 3 and 5 on the NAPLAN.

Increased numbers of students reaching proficiency in reading in Years 3 and 5 on NAPLAN

An increased number of students meet school benchmarks of achievement based on the literacy continuum.

**Evidence of achievement of outcomes in 2014:**

- 13% of Year 3 students in the top two skill bands for reading. School target was 45%
- 17% of Year 5 students in the top two skill bands in Reading. School target was 28%
Only 8% of students in Year 3 students did not meet the National Minimum Standards in (NMS) in Reading.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of grade at or above expected level of achievement in Literacy based on end of year student reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
</tr>
<tr>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>74</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014
- Continued focus on a lesson study approach
- Purchase quality resources to build reading and comprehension skill levels
- Continued focus on morning routine to cover various aspects of the English Program
- Regular collection of reading folders to monitor reading levels

School priority 2
Numeracy

Outcomes from 2012–2014
Reduction in the numbers of students not meeting national minimum standards in numeracy in Years 3 and 5 on the NAPLAN.

Increased numbers of students reaching proficiency in numeracy in Years 3 and 5 on NAPLAN

An increased number of students meet school benchmarks of achievement based on the numeracy continuum.

Evidence of progress towards outcomes in 2014:
- 20% of Year 3 students in the top two skill bands in Numeracy. School target was 44%

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of grade at or above expected level of achievement in Numeracy based on end of year student reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89</td>
</tr>
<tr>
<td>1</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>87.5</td>
</tr>
<tr>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>74</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014:
- Continued focus on a lesson study approach for professional learning
- Professional learning in the new Mathematics syllabus to prepare for full implementation in 2015
- Continued focus on formative assessment and direct instruction as the key pedagogies of Mathematics.

School priority 3
Student Engagement and Feedback

Outcomes from 2012–2014
Enhanced wellbeing of students

Increased range of quality well-being programs
Improved student engagement in learning activities

Evidence of progress towards outcomes in 2014:
- Implemented the Chillax program
- Implemented the Best of Friends program

**Strategies to achieve these outcomes in 2014:**
- Continue the boys’ social skills group with an emphasis on Years 3 and 4.
- Initiate early support for students with behavioural challenges

**School priority 4**
Aboriginal Education

**Outcomes from 2012–2014**
Improved outcome and attendance rates for aboriginal students
Reduction on the gap between achievement of Aboriginal students and their non-Aboriginal peers

**Evidence of progress towards outcomes in 2014:**
- Koori Club set up to acknowledge and support students who come from an ATSI background. Students buddied up with ATSI students from James Busby High School to establish ties with the local high school, giving students a link or mentor when they enter high school. The students designed and completed 2 panels of a mural which will be hung in the school hall.
- NAIDOC assembly held with both students from James Busby High School and Green Valley PS.
- Four Stage 3 students participated in Yarn Up, an Aboriginal and Torres Strait Islander Public Speaking Competition. Two of the students progressed in the competition and presented their speech at NSW Parliament House.
- 89% parental involvement with developing ATSI students’ Personalised Learning Plans.
- Five students attended an open day at UWS – Milperra Campus, Koori Carnival, to promote further education. They took part in various activities, such as creative writing, art, plastering broken limbs, learning a new language, and lots more. They listened to ATSI students and their experiences and pathways they accessed which assisted them in receiving a tertiary education.

- Brenden Moore, Aboriginal Education Officer from the Royal Botanical Gardens and in conjunction with Greening Australia worked with us to design a bush tucker garden. He showed students how to throw a boomerang, play the didgeridoo and walked around the school discussing bush tucker and various uses for plants found in our school.

**Strategies to achieve these outcomes in 2015:**
- Continue to develop stronger connections with school’s ATSI community.
- Continue working with Brenden Moore, to develop and care for a bush tucker garden.
- Employ addition SLSO time to support students’ learning and the implementation of PLPs.
- Continue to work with James Busby High School and the running of Koori Club.
- Use Norta Norta funding to target students needing assistance and support with their learning.

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

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent/carer satisfaction levels grow annually as is evidenced by the Net Promoter Score tool. 2014 baseline data for parents/carers was 58. 88% of parents surveyed believe that our school always encourages students to do their best. 64% of students surveyed believe that school leaders at our school always ensure that everyone at school is treated fairly. 70% of teachers surveyed believe that the school is continually finding ways to improve what it does.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be
published on the school’s website from the beginning of Term 2 2015.

In Term 3 of 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence on areas such as School Satisfaction, School Culture, School Leadership, numeracy, literacy, writing, ILPs, Student Welfare, Programming and Assessment and Reporting Practices, technology, Community and Engagement, PDHPE and Library.

The Evaluation team obtained evidence from surveys, focus groups, classroom observations, classroom walkthroughs and newsletter return slips for families to contribute feedback to the Evaluation Team. This data led the team to form three key strategic directions as a basis for a shared commitment to future development across the school. These are:

- Developing an engaged and informed community
- Staff leading innovative, reflective practices
- Delivering a comprehensive, balanced curriculum

_Our overarching school purpose is to inspire students to be the best they can be._

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.

Brett Warwick: Principal
Elizabeth Harris: Assistant Principal
Julie-Anne Borrello: Assistant Principal
Carrie-Ann Webeck: Assistant Principal
Linda Shearer: Relieving Assistant Principal
Melinda Zielonka: Relieving Assistant Principal
Charmaine leGras: Classroom Teacher
Aggie Pauk: Classroom Teacher
Jo-Anne Reardon: Teacher Librarian

School contact information

Green Valley public School
173 Green Valley Road, Green Valley 2168
Ph: 9607 8710
Fax: 9608 4690
Email: greenvally-p.school@det.nsw.edu.au
Web: www.greenvally-schools.nsw.edu.au
School Code: 2075

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: