Green Valley Public School
Annual School Report

2012
Messages

Principal’s message

This report describes the achievements of students, staff and families of Green Valley Public School during 2012.

The students’ achievements in NAPLAN and in school based assessments indicate improvement in most areas. Quality teaching is evident in all classrooms. Our students are confident, active members of the school community who strive to follow our Positive Behavioural Interventions and Supports (PBIS) rules:

- Be Safe
- Be a Learner
- Be Respectful

Our school motto – ‘Aim High’ encourages all students to achieve their personal best in all endeavours. Staff provided a wide range of extracurricular activities to engage students while at school.

A highlight was the school concert which was a great success. The night brought the school community together and shone a bright light on Public Education.

Families support the school and are confident that it provides a quality educational experience in a safe and harmonious environment.

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.

Elizabeth Harris
Relieving Principal

P & C message

2012 has been another great year for the P & C. This year we had lots of new financial members, more volunteers and the P & C continues to work with the students, parents, teachers, principal and local community to make the school better than the year before. Throughout the year, we had various fundraising activities such as: Mother’s Day Stall, Father’s Day Stall, Easter Raffle, School Disco, Halloween Disco, Shopping Tour and Christmas Raffle. Part of the fundraising this year was able to buy an interactive whiteboard for the School Library. We continue with school banking as it is a way of teaching the students the value of money, saving money and getting rewards for it. I am looking forward to having another successful year in 2013.

Rosa Clima
P & C President

Student representative’s message

As the 2012 School Captains, we are proud to say that Green Valley Public School provides a plethora of opportunities for students to engage in academic, performing arts and sporting activities according to their individual interests and talents. The dedicated teachers ensure that activities ranging from debating, public speaking, Tournament of the Minds, ICAS Competitions, choir, dance and aerobics groups, gardening club, fitness club, homework club, PSSA and district and regional sporting opportunities are available to all students. The students take pride in their extra-curricular activities and work hard to do their best. This year the Junior Dance Group won an eisteddfod and the aerobics teams made it to the State Finals.

Another outstanding feature of our school is the broad range of school excursions, incursions and activities that are organised throughout the year to supplement the learning units and make learning that much more fun. In 2012, excursions included Calmsley Hill Farm, Featherdale Wildlife Park, iBunyip, Taronga Zoo Snooze and Lake Burrendong Camp. Incursions included Fizzics Education, Gold Rush Day and Convict Day. Whole school activities included Book Character and Easter Hat Parades, Crazy Carnival Day and a School Concert.

We have thoroughly enjoyed our years at Green Valley Public School as the hard work of learning has been counter balanced with the fun activities that are always going on and the opportunity to participate in activities of individual interest to us.

We encourage all current and future students to take advantage of the wonderful opportunities available and to enjoy themselves whilst learning.

Alexander Rawlins and Hayley Simmons
School Captains
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
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<td>255</td>
<td>250</td>
<td>251</td>
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<td>271</td>
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Student attendance profile

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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
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<td>94.6</td>
<td>92.9</td>
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<tr>
<td>1</td>
<td>92.8</td>
<td>93.6</td>
<td>93.2</td>
<td>92.0</td>
<td></td>
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<td>2</td>
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<tr>
<td>3</td>
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<td>93.8</td>
<td>93.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.9</td>
<td>94.1</td>
<td>94.4</td>
<td>91.4</td>
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<tr>
<td>6</td>
<td>93.7</td>
<td>94.4</td>
<td>95.1</td>
<td>94.2</td>
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</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>93.3</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Students who have frequent absences are documented in an attendance folder and are tracked by the Assistant Principals, Principal and HSLO (Home School Liaison Officer). Parents of children with unexplained absences or numerous absences are contacted by classroom teachers. Meetings may be organised with team leaders if attendance does not improve.

Assistant Principal (Welfare) and HSLO intervene if no improvement occurs. Improvement plans are then established and attendance monitored. All interventions are documented in the GVPS attendance folder.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
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<tr>
<td>KL</td>
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</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1NR</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
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<td>2H</td>
<td>2</td>
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<td>2J</td>
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</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3T</td>
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<td>31</td>
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</tr>
<tr>
<td>3/4E</td>
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<td>14</td>
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</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4PB</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5G</td>
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<td>5H</td>
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<td>6B</td>
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<tr>
<td>6C</td>
<td>6</td>
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<td>6M</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.9</td>
<td>93.3</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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, no staff reported to be Aboriginal.

Staff retention

During 2012, the Principal retired and one staff member transferred at the end of 2012. Several staff members are on various forms of leave including maternity leave and long service leave.

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>62</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>260268.57</td>
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<tr>
<td>Global funds</td>
<td>251895.24</td>
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<tr>
<td>Tied funds</td>
<td>114866.06</td>
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<tr>
<td>School &amp; community sources</td>
<td>311908.02</td>
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<tr>
<td>Interest</td>
<td>11847.34</td>
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<tr>
<td>Trust receipts</td>
<td>3866.65</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>694383.31</td>
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</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>
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</tr>
<tr>
<td>Excursions</td>
<td>48385.53</td>
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<tr>
<td>Extracurricular dissections</td>
<td>232723.43</td>
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<tr>
<td>Library</td>
<td>7324.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8251.58</td>
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<tr>
<td>Tied funds</td>
<td>104416.37</td>
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<tr>
<td>Casual relief teachers</td>
<td>83017.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>77757.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Utilities                       | 40907.20   |
Maintenance                     | 10596.21   |
Trust accounts                  | 3598.65    |
Capital programs                | 17536.24   |
Total expenditure               | 686082.82  |
Balance carried forward         | 268569.06  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the Green Valley PS P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Green Valley Public School achieves significant results in many aspects of school life. The following is a brief summary of some of these achievements.

Achievements

Western Liverpool Festival of Performing Arts

Green Valley Public School has been fortunate enough to participate in the Western Liverpool Festival of Performing Arts for the third consecutive year. The theme this year was ‘Spellbound’.

The dance group consisted of 28 boys and girls from Years 5 and 6. Green Valley chose to use a medley of songs focusing on the evolution of technology and how it has ‘Spellbound’ the younger generation. The students performed two out of the three nights at Mounties.

This year the senior choir also had the opportunity to participate. The choir consisted of 18 students in Years 3 to 6 who performed eight songs and collaborated with three other schools. Apart from participating at this event, which is held at Mounties, the junior and senior choirs were given the opportunity to perform on other special school events, such as K-6 Assemblies, Kindergarten parent information nights and presentation day assemblies.

PSSA

This year Green Valley Public School entered teams into every sport from each of the three seasons. Congratulations to the season three Senior Boys Touch team who came first, to the season two Mixed Rugby League team who came second and the season three Mixed Newcombeball team who came second in their
competition. The students and staff worked hard throughout the year. Students improved their skills in each of the sports and learnt how to become team players.

**Aerobics**

2012 saw Green Valley Public School students participating in the Schoolaerobics competition for their eighth consecutive year.

This year, our senior aerobics squad *The Valley Vivas* was joined by the new junior squad *The Valley Violets*. The junior aerobics squad consisted of six girls in Years 3 and 4; the senior squad included eight girls in Years 5 and 6.

Our squads trained tirelessly throughout the year and showed great sportsmanship in competition. Both squads achieved fantastic results at regional level, accomplishing entry to the New South Wales State finals competition, where they performed their routines admirably.

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

**Debating**

In 2012, seven Stage 3 students participated in the Cowpasture Cluster debating competition and the Premier’s Debating Challenge. This year the competition continued to grow to include even more schools, which made our competition even larger. Our team's mission was to prepare a debate on a preselected topic and then deliver it to the audience, convincing them that our opinion was most important!

**Tournament of the Minds**

This year, Green Valley Public School entered two teams into the Tournament of the Minds competition. The teams consisted of 7 members in each, with students from Years 3 to 6. We had one team enter into the Mathematicss Engineering division and the other into the Applied Technology division.

The students learnt to work cooperatively, used technology to effectively research their topics and thought outside the square to successfully complete their challenges. The tournament was a wonderful opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant and public way.

**Chess**

Interested students were able to take part in a chess competition held once a week at lunchtime. New players were welcome and were taught how to play by our more experienced students. Points were awarded and the winners for each term received a book prize.

In addition, six students represented the school at the NSW Junior Chess League one day tournament held at Fairfield RSL Club, playing seven games of chess against students from other schools.

**University, TAFE and High School partnerships**

In 2012, Green Valley Public School continued ongoing support for the partnerships built between our school, local high schools and the University of Western Sydney. As part of this partnership, the school hosted ten practicum teachers. Green Valley has also developed strong links with its surrounding high schools and hosted 6 work experience placements from local high schools such as John Edmonson High and Cecil Hills High. These placements involved future teachers in observation visits and teaching blocks where Green Valley PS staff supported the development of their professional knowledge and understanding. Green Valley is proud of these partnerships and will continue to develop and strengthen them in 2013.

**Academic**

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.

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)
Literacy – NAPLAN Year 3

**Reading**

90% of Year 3 achieved at or above minimum standard.

**Writing**

95% of Year 3 achieved at or above minimum standard. 53% students achieved in top two skill bands (proficiency).

**Spelling**

96% of Year 3 achieved at or above minimum standard. 46% students achieved in top two skill bands (proficiency).

**Grammar and Punctuation**

84% of Year 3 achieved at or above minimum standard. 32% students achieved in top two skill bands (proficiency).
89% of Year 3 achieved at or above minimum standard. 25% students achieved in top two skill bands (proficiency).

Literacy – NAPLAN Year 5

Reading

83% of Year 5 achieved at or above minimum standard.
90% of Year 5 achieved at or above minimum standard. 24% students achieved in top two skill bands (proficiency).

92% of Year 5 students achieved at or above minimum standard. 25% of students achieved in top two skill bands (proficiency).
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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.

Significant programs and initiatives

Aboriginal education

Green Valley has continued to support and cater for its Aboriginal students in 2012. Teachers wrote Personalised Learning Plans (PLPs) in negotiation with the Aboriginal students and their parents. The PLPs 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 celebrated NAIDOC week through a K-6 assembly which focused on the 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. During this celebration, the Aboriginal students taught the rest of the school some Aboriginal words which now hang proudly in our school.

Green Valley Aboriginal students have also been part of the Koori club held at lunch times. Students who were part of this group completed activities based on Aboriginal Art, traditional foods, music and Dreamtime stories.

A highlight for Aboriginal education at Green Valley PS was when one of our Aboriginal students, Lachlan Beale, was nominated and won an award for excellence in sport.

Multicultural education

Stage 2 students participated in a combined drama and literacy program with Sydney Theatre Company. The purpose of this program was to introduce students to drama skills and to integrate talking and listening activities with quality texts.

English as a Second Language (ESL) students attended a Coastal Environment excursion at Wattamolla Royal National Park. This excursion was to provide learning experiences that complemented a unit of worked titled Physical Phenomena. Students participated in activities designed to introduce language associated with coastal environments. These included local fauna and flora, Aboriginal studies and geology.

School and class celebrations including Harmony day, NAIDOC Day and Multi-Cultural Day were held at our school to acknowledge and celebrate the many cultural backgrounds of our students.

Staff attended ESL workshops to further increase their knowledge of ESL pedagogy and to integrate communicative activities into literacy programs.

ESL teachers attended an ESL conference for the South West Sydney region to highlight the quality ESL programs and services available to ESL students. It also gave ESL teachers the opportunity to network, share ideas and discuss
important issues in regards to the future of ESL teaching in our region.

An application to participate in the School Drama Program will be made for students to participate in 2013. Training in ESL pedagogy will be on-going for new staff.

**Progress on 2012 targets**

**Target 1: Literacy and Numeracy**

Increased numbers of students reaching proficiency in literacy and numeracy in Years 3 and 5. 40% of Year 3 and 30% of Year 5 students in the top two skill bands in Literacy and Numeracy.

100% of Early Stage 1 students at or above expected levels in English and Mathematics
90% of Stage 1 students at or above expected levels in English and Mathematics
80% of Stage 2 and Stage 3 students at or above expected levels in English and Mathematics

Our achievements include:

- 79% of Early Stage 1 students were at or above expected levels in English
- 74% of Stage 1 students were at or above expected levels in English
- 79% of Stage 2 students were at or above expected levels in English
- 70% of Stage 3 students were at or above expected levels in English
- 79% of Early Stage 1 students were at or above expected levels in Mathematics
- 88% of Stage 1 students were at or above expected levels in Mathematics
- 78% of Stage 2 students were at or above expected levels in Mathematics
- 78% of Stage 3 students were at or above expected levels in Mathematics
- 38% of Year 3 students and 30% of Year 5 students were in the top two skill bands for Literacy
- 25% of Year 3 students and 25% of Year 5 students were in the top two skill bands for Numeracy

- Improved teaching and assessment practices based upon the Focus on Reading program.
- Best Start data used to focus teaching in the targeted areas of need
- Best Start assessment data updated with evidence of growth across all areas in K-2
- Regular monitoring of students’ achievement in reading levels.
- Continued implementation of the Jolly Phonics program.
- Continued implementation of the Count Me In Too Program in all K – 2 classrooms.
- Implementation of the TOWN program in Stages 2 and 3. Here the students who are working below stage expectations were targeted to ensure that their learning needs are addressed effectively.
- Introduction of Mathletics program K – 6. This enabled students to practise mathematical skills in the classroom and at home.

**Target 2: Student Engagement and Feedback**

Enhanced wellbeing of students
Increased range of quality student wellbeing programs
Improved student engagement in learning activities

Our achievements include:

- Implementation of a weekly homework club where students are given the opportunity to receive assistance in the completion of assigned tasks.
- The school website provided comprehensive information about school events, policies and procedures. Students were given the opportunity to contribute to the process.
- The establishment of a Stage 3/4 Transition Network in collaboration with the feeder high school and local primary schools.
Target 3: Aboriginal Education

Improved outcomes and attendance rates for Aboriginal students

Reduction in the gap between achievement of Aboriginal students and their non-Aboriginal peers

Our achievements include:

- effective Personalised Learning Plans (PLPs) written in negotiation with Aboriginal students and their parents
- NAIDOC celebrations focused on the culture, heritage, respect and inspiration of the Aboriginal and Torres Strait Islander heritage.
- continuation of Koori club which enabled students to participate in activities based on Aboriginal Art, traditional foods, music and Dreamtime stories.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of: Mathematics.

Background

Mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information.

Mathematics was evaluated across the school. Teachers provided documentation about maths programs, differentiation strategies and the use of resources in the classroom were observed by the review team. Staff responded to surveys which were used to identify where we needed to focus training and development to improve mathematics teaching and learning programs.

Findings and conclusions

- Assessment and differentiation were identified as a focus of mathematics programs across the school this year.
- The vast majority of teachers had some prior understanding on the Numeracy Continuum, but were not confident in carrying out ongoing assessments to identify how the students were progressing along the continuum. Teachers participated in professional learning around the Numeracy Continuum and developed their skills in assessing students, identifying where each child’s needs were and how to progress their mathematical skills further.
  - Most teachers identified a need to further develop their skills in using the numeracy continuum to effectively teach strategies and differentiate learning experiences.

Future directions

- Implementation of a Numeracy Task Force to monitor progress, set goals and target support and professional development
- Introduction of a data wall to track and monitor student progress
- Utilise the skills of highly effective teachers to provide demonstration lessons, support and feedback
- Further development of teachers’ understanding of the numeracy continuum through continued support and feedback
- Ongoing professional learning through stage and cross-stage meetings

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about their satisfaction with: Teaching

Their responses are presented below.

Background

Staff, parents and students responded to the School Map Teaching Best Practice survey as a means of identifying where we need to focus our attention in improving teaching programs. Comprehension, differentiation, feedback and communicating explicit learning goals and intentions were the focus of programs across the school this year. This year 500 students, 14 teachers and 45 parents responded to the survey.

Findings and conclusions

- The vast majority of teachers (92%) and students (99%) stated that teachers regularly communicated to the students what they were learning and why. Only 76% of parents responded in this way.
• 100% of teachers’ responses stated that they regularly provided students with a relevant curriculum which responded to the needs, abilities and interests of the students. 78% of parents also responded that this was the case.

• 78% of teachers and 86% of parents felt that the manner in which the school reports student achievement and development was clear for students and parents.

Future directions

• Ensuring parents are kept informed of school focus areas with particular emphasis on learning intentions.

• Continuing three-way interviews in Stage 3 and extending to Stage 2 to further increase comprehensive ways of communicating between students, parents and teachers.

Professional learning

Our staff participated in a wide variety of professional learning activities during 2012 which were linked directly to students’ needs and the targets outlined in the school’s management plan. Professional learning activities were undertaken at school as part of weekly meetings or as part of Staff Development Days. Teachers engaged in intensive professional development to support the explicit teaching of the key aspects of reading, namely comprehension, vocabulary and reading text fluency during their involvement in the Focus On Reading Program.

Staff also participated in the TOWN Mathematics program, which explicitly taught and supported teachers to focus, track and differentiate activities for students, linked to the Numeracy Continuum.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1:

Outcome for 2012–2014

Reduction in the numbers of students not meeting national minimum standards in Literacy and Numeracy in Years 3 and 5.

Increased numbers of students reaching proficiency in literacy and numeracy in Years 3 and 5.

2013 Targets to achieve this outcome include:

• 100% of Early Stage 1 students at or above expected levels in English and Mathematics

• 93% of Stage 1 students at or above expected levels in English and Mathematics

• 85% of Stage 2 and Stage 3 students at or above expected levels in English and Mathematics

• Increased numbers of students reaching proficiency in Literacy and Numeracy in Years 3 and 5. 45% of Year 3 and 35% of Year 5 students in the top two skill bands in Literacy and Numeracy.

Strategies to achieve these targets include:

• All teachers utilizing effective reading strategies from Focus on Reading Project

• Improve completion rate of home reading

• Introduce Making up For Lost Time In Literacy (Multilit) to provide programs and resources to help students in Years 2-6 who need additional support

• Continuation of professional learning to ensure effective school-wide utilisation of the numeracy continuum to identify student learning and to set learning goals

• Purchasing resources to aid effective mathematics teaching

• Expand the data wall concept within the school to track progress and celebrate successes

• Continuation of Mathletics subscription

School priority 2:

Outcome for 2012–2014

Enhanced wellbeing of students
Increased range of quality student wellbeing programs
Improved student engagement in learning activities

Student Engagement and Feedback

2013 Targets to achieve this outcome include:
Student engagement levels as indicated by Quality of School Life surveys increases annually.

Strategies to achieve these targets include:
- Training for staff in 4MAT pedagogy
- Effective differentiation to engage all students in learning that meets their individual needs
- Particular emphasis on explicit communication around learning intentions.
- Continuation of Fit Club and after school homework club to provide additional student support.

School priority 3:

Outcome for 2012–2014
Improved outcomes and attendance rates for Aboriginal students

Reduction in the gap between achievement of Aboriginal students and their non-Aboriginal peers

Aboriginal Education

2013 Targets to achieve this outcome include:
Aboriginal student attendance rates increase annually to 92% in 2013 and 93% in 2014

Achievement of Aboriginal students increases annually and the gap between non-Aboriginal students reduces annually.

Strategies to achieve these targets include:
- Writing effective Personalised Learning Plans (PLPs) in negotiation with Aboriginal students and their parents, focusing on Literacy and Numeracy outcomes and common personal goals.
- NAIDOC celebrations to focus on the culture, heritage, respect and inspiration of the Aboriginal and Torres Strait Islander heritage.
- Continuation of Koori club to enable students to participate in activities based on Aboriginal Art, traditional foods, music and Dreamtime stories.

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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School Code: 2075 Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: