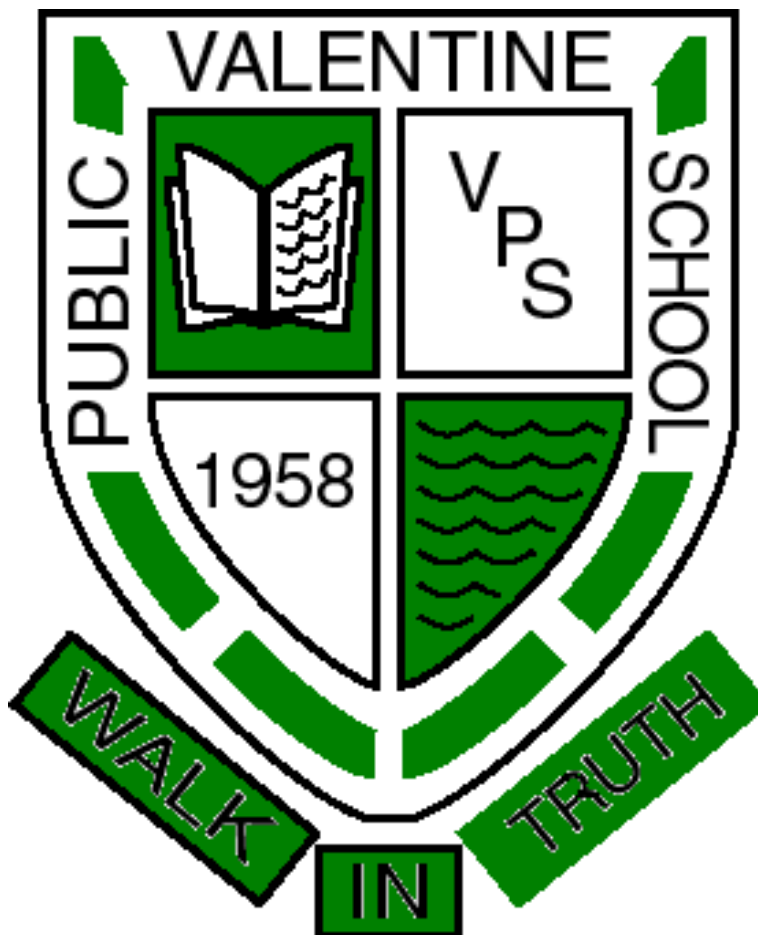


2023 Annual Report

Valentine Public School



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Introduction

The Annual Report for 2023 is provided to the community of Valentine Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2023 has been a prosperous year as our school community has demonstrated their joy in having a year together, on site, with many opportunities to celebrate teaching and learning, special celebrations and cultural events.

The school has experienced many successes this year with a notable highlight in gaining nine new teachers, two School Learning Support Officers and a General Assistant as part of the temp to perm program. This has further enriched the strength and diversity of our workforce, further settling our school as the new staff are known to our students, providing a stronger sense of belonging.

Students in K-2 have been enjoying the implementation of the new NSW English and mathematics syllabuses while teachers work collegially in teams, soaking up the professional learning and co-creating the new learning for our students. Our 3-6 teachers have also been preparing for the implementation of the 3-6 new English and mathematics syllabuses, familiarising themselves in collegial teams with the syllabuses and the accompanying professional learning.

This year we have been focused on attainment, in particular driving towards our target of being 'at or exceeding' SSSG schools in both Reading and Mathematics. Our emphasis on reviewing and resetting assessment up against the new syllabuses and shifting from in-school designed assessment to standardised assessments has resulted in a shift in grade distribution. Our grade distribution now reflects our other triangulated data, NAPLAN and Check- Ins.

Our focus on High Potential and Gifted Education has been the force behind attainment; ensuring that differentiation serves our students at the point of challenge. There is a deeper knowledge and wider acceptance by staff and community of the need to identify and meet our High Potential and Gifted students at their point of need. This work is further serving to provide equity and excellence across our school.

Our Valentine village knows the importance of wellbeing and our school is well known for our attention to this for all stakeholders and minority groups. The care, support and value that is afforded to all students, staff and families is evident in our processes, celebrations and everyday school life. Our families are welcomed, our classrooms are quality learning environments and our staff are approachable, dedicated and professional. There is genuine connection, respect and inspiration all around us at Valentine Public School.

We look forward to continuing the journey of equity and excellence in 2024.

I commend our Annual Report to you as a true reflection of the people, the work and the attainment evident at Valentine Public School.

Warm regards from a proud Principal,

Mrs Lee Saurins

Valentine Public School P&C Association - 2023 President's Report

Thank you to all the P&C members, volunteers and supporters for yet another busy year. Your efforts are all valued and special thanks goes to those who have donated their time, expertise and passion, well beyond what is required. You are all so enthusiastic, committed, friendly and who are always there to make a genuine difference for our kids.

2023 was another successful year for the P&C. We have been able to raise much needed funds for our schools benefit and organised and hosted both school and community events. We are fortunate in Valentine to have strong sense of community spirit and this is reflected in the great response from parents and the surrounding community to all our fundraising efforts.

The canteen continues to provide an important service for the students and families of the school. Continued innovation and improvements in the menu choices have contributed to the canteen's success and has allowed the P&C to continue to employ a dedicated canteen manager and part-time assistants. Thank you to Mel and all the volunteers who have generously given their time to allow the canteen to continue to operate 5 days a week.

Our uniform shop continues to grow and is a critical element to the long term sustainability of the P&C. I would like to thank Danielle for her attention to detail and patience as we continued to work with the supplier during 2023 on the winter tracksuits. Our new sports shirts and year 6 shirts have been received excitedly by all students.

Great efforts also went into our other successful fundraising activities held throughout the year and our thanks go to all of those who organised, assisted and supported - particularly to Emma who has done an amazing job as our fundraising coordinator inching us closer to our fundraising target.

Our 2023 activities have ranged from Mother's and Father's Day stalls, Election BBQs, special canteen promotion days, Easter raffle, Christmas raffle and whole of school events such as the Colour run and Coco's Carols extravaganza.

Fundraising throughout the year has allowed the P&C to provide the school with a \$12,000 donation towards Key Learning Areas, purchase much needed sports equipment for lunchtime play and help subsidise the cost of the year 6 farewell.

The school's concert band remains an incredible opportunity for our students and I extend special thanks to the small group of dedicated parents on our sub-committee, the band's 'roadies', teachers and Andrew for his encouragement and supporting the band.

A special recognition to the school's dedicated executive, teaching and support staff. I thank you for your open communication, your support and collaboration with the P&C. Your care and commitment to our children continues to lead them to better lives. One of the things you learn through the involvement in the P&C is what a mammoth job it is to manage a school, how limited the funding is and how dedicated the teaching staff are.

Finally, a very big thank you to my fellow executive for their hard work and support. Your tireless efforts are greatly appreciated and the number of hours you have contributed this year has not gone unnoticed. I would like to personally thank all of you for your incredible dedication to the smooth running and continuous improvement of the P&C.

Rachel Slee

President, 2023

Message from the students

Speech from our 2023 School Captain - Jed

As the Valentine Public School boy captain for 2023. On behalf of the 2023 student executive team I would like to congratulate all the 2024 Valentine Public School leaders, for their role in leading the school.

I was in the same position as the leaders before you today and I am confident that you will do an amazing job representing and leading not only the school but the wider community as well.

It is an honour to be selected by your peers as their representative. In a way, the students are saying that they think that you are the person they believe will be the best role model for them. They want you to represent them at important functions, in day to day school life and stand up for them as their voice.

What does leadership mean to you? To me it means, helping others and inspiring them to reach their goals and full potential. As school captain at Valentine Public School, I learnt that you also need to be ready for change and we need to be able to adapt. The advice I would give you all is to not be afraid of change and don't be content to simply do things the way they have always been done. Be ready to adapt to different situations you may be faced with. The best leaders are always looking forward to discovery and to face complex issues and problems.

Last year as a school leader I took every opportunity that I could to lead and inspire others. I was in the school band, debating team, acting ensemble and entered public speaking competitions. So, put yourself out there to inspire others who may not know what their passion is yet.

It was a privilege for me to be the captain of such a wonderful school and I would like to wish you all a wonderful 2024 as you look for and embrace change to lead Valentine Public School.

Maintain a positive attitude, respect each other, be role models and connect and inspire your fellow students.

I know you will all be standout leaders this year because like Dr, Suess once said, 'Why fit in, when you were born to stand out.'

School vision

As global citizens, we espouse a moral philosophy in teaching and learning with an emphasis on ethical citizenship. We seek to consistently build capacity of staff and ensure that every student attains growth in their learning goals through consistent evidenced-based pedagogy.

Together, we embed creative and critical thinking, collaboration and communication, for students to become real-world problem solvers with respect for self and others.

We aim to foster empathy, kindness and integrity in our students. Our resilient and adaptable learners take a reflective approach to understand themselves holistically as they realise their potential through risk-taking and change-making.

And we will let the children play.

'Learning and growing at the point of challenge.'

School context

Valentine Public School is located on the shores of East Lake Macquarie. There are 557 students enrolled for 2023. Sixteen students (2%) identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 47 which indicates low levels of disadvantage.

The school structure consists of 22 regular and multi-grade classes set in spacious and well maintained grounds. We have an extremely supportive community and an active Parents and Citizens Association. In 2022 we established a new DoE OSCH modular setting allowing us to grow the OSCH with the largest capacity in Lake Macquarie and numbers are continuing to grow in 2023.

The school has quality programs in the Intellectual, Physical, Social/Emotional & Creative domains with embedded cultural perspectives. We have a strong reputation in the local community for excellence in teaching and learning. Our teachers are contemporary in their professional learning, commitment to student wellbeing and academic attainment. Our focus on Wellbeing continues to serve us well in 2023 as all considerations were given to adjustments needed for all stakeholders: students, staff and families.

We offer a rich range of extra-curricular opportunities including high potential and gifted programs, a highly successful band, and creative and performing arts programs as well as enrichment in a wide range of sporting pursuits.

A strength in ICT has been an integral element of our success in 2023 as the skills and flexibility of use of technology have been incorporated effectively across all K-6 teaching and learning environments. Use of BYOD was introduced to Year 3 in 2023 and future focused learning spaces currently operate successfully across the 3-6 space.

Valentine Public School uses best practice to embed a culture of high expectation that effectively caters for equity in the school community through embracing valued and effective partnerships with parents and citizens (P&C), student Parliament, Warners Bay Community of schools (BCoS), Awabakal Aboriginal Education Consultative Group (AECG), local preschools, YMCA OOSH provider and the wider community.

Through the 2020 External Validation process and an analysis of the School Excellence Framework, our school excelled in learning culture, wellbeing, curriculum, student performance measure, effective classroom practice, school planning, implementation and monitoring and school resources.

During 2023 we have continued to identify specific areas of strength within our school and areas for future direction. Our SEF (School Excellence Framework) areas driving our School Improvement Plan (SIP) are: assessment, reporting, data skills and use, professional standards, learning and development, educational leadership and management practices.

Our focus themes have been identified as formative assessment, student and parent engagement, data literacy, improvement of practice, accreditation, coaching and mentoring, performance management and development and community engagement and satisfaction. In 2023, we take pride in beginning our journey in the implementation of the Curriculum Reform, starting with the new K-2 English and mathematics syllabus.

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Purpose

Student growth and attainment's clear purpose is to provide accountability for every student in terms of performance in bands and growth. School identified initiatives will ensure a deeper understanding of how we teach with a focus on consistency in pedagogy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Staff Capacity
- Assessment & Reporting
- Pedagogical Practices

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Socio-economic background

Aboriginal background

Summary of progress

Building Staff Capacity: The main focus this year was around effective implementation of the new K-2 syllabus mathematics and English units and preparing for the implementation of 3-6 mathematics and English units in 2024.

This included staff participating in Curriculum Reform updates to develop a deeper understanding of the new 3-6 units for 2024 implementation. Staff have been released to connect with another local primary school to view the units in action and develop awareness of programming requirements. K-2 staff have been released to develop PowerPoints to support instruction, programming overviews, checklists, assessment and classroom resource development. All staff across K-6 participated in a 'Ripple Hour' school program. The program has supported staff to view the syllabus in action in our own school. K-2 staff have observed other classes and 3-6 staff had the opportunity to view the K-2 units being implemented across classrooms. All staff participated in professional learning 'Becoming Mathematicians- Big Ideas to Start Strong across K-6 in response to strengthen instructional teaching practices in numeracy across the school.

All staff participated in professional learning in programming registration expectations and requirements with NSW DoE Curriculum Advisor, Kelly Butler.

Assessment and Reporting: Over the year, K-2 staff trialled the implementation of Number, Additive Strategies and Multiplicative Thinking IfSR differentiated assessments to collect data for reporting. These assessments have supported staff in consistent teacher judgement and are aligned with NSW syllabus content.

Kindergarten classes assessed and collected data using the ALAN Phonological Awareness diagnostic assessment. Improvement in teacher awareness of skill development and progression has been evident. This has supported the implementation of phonological skills in the new K-2 syllabus Part A. Year 1 have collected and reviewed data using the Phonics Assessment. All staff have participated in professional learning using Essential Assessment.

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

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

Collegial stage teams will continue to drive and deepen the impact of these initiatives towards an achievement of our

targets, in 2024.

As a result of practices which have been embedded and are now sustained actions across the school, the 2024 Strategic Improvement Plan will have a refining of initiatives, to empower a narrow and deep focus into the future.

The intent of the Strategic Improvement Plan will not have changed, however the remaining key focus areas of current initiatives have been realigned under the title of 'Quality Teaching and learning', which includes an amalgamation of Strategic Direction 2 HPGE 'A Rising Tide Lifts all Ships'.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Expected growth in Check-In Reading assessment will indicate an upward trend towards or exceeding SSSG's.</p>	<p>Expected growth in Check-In Reading assessment indicated an upward trend exceeding SSSG's.</p> <p>Reading Data - Valentine Public School cohorts were above SSSG and State average for all years 3,4,5, and 6.</p> <ul style="list-style-type: none"> • Year 3 Valentine Public School student cohort achieved 64.7% correct, compared to SSSG 62 % and State 57.7 % • Year 4 Valentine Public School student cohort achieved 73 % correct, compared to SSSG 68.7 % and State 65.3 % • Year 5 Valentine Public School student cohort achieved 60.9 % correct, compared to SSSG 58.3 % and State 55.8 % • Year 6 Valentine Public School student cohort achieved 61% correct, compared to SSSG 60.1 % and State 57.2 %
<p>Expected growth in Check-In numeracy assessment will indicate an upward trend towards or exceeding SSSG's.</p>	<p>Expected growth in Check-In numeracy assessment will indicate an upward trend exceeding SSSG's.</p> <p>Numeracy Data - Valentine Public School cohorts were above SSSG and State average for all years 3,4,5, and 6.</p> <ul style="list-style-type: none"> • Year 3 Valentine Public School student cohort achieved 75 % correct, compared to SSSG 69.1 % and State 65.7 % • Year 4 Valentine Public School student cohort achieved 76 % correct, compared to SSSG 69 % and State 65.2 % • Year 5 Valentine Public School student cohort achieved 73.9 % correct, compared to SSSG 68.1 % and State 65.2 % • Year 6 Valentine Public School student cohort achieved 67.9 % correct, compared to SSSG 66.4 % and State 63.3 %

Purpose

'A Rising Tide Lifts all Ships' aims to effectively implement the High Potential and Gifted Policy. Its purpose is to transform the space of High Potential in the school, delivering excellence through initiatives that reflect Equity, Engagement and Excellence. This Strategic Direction aims to engage the learner at point of challenge by increasing student direction and student voice in teaching and learning processes. We intend to build capacity in Critical and Creative Thinking Skills, collaboration and communication skills. All students will have opportunity to reach their potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creative and Critical Thinking
- The Academy
- HP&G Policy Implementation

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Creative & Critical Thinking: Varied levels of evidence exist to show the extent teachers and students are more willing to take risks and engage with the enrichment on offer. Teaching staff demonstrated their knowledge, skill and proficiency with the Ripple Hour Program- a school program where K-2 staff demonstrated the new K-2 curriculum to 3-6 staff and shared their pedagogy and expertise. Pairing teachers had a significant positive influence on staff as they observed and discussed their teaching , pedagogy and the alignment to the new syllabus.

The Academy: In 2023, the work within the Academy slowed down as the school experiences difficulty in moving The Academy from a Google Classroom platform to an independent platform. Students have maintained access to the Google classroom version, and teachers still direct students to the platform for enrichment, but the full, whole school version will rely on the capability of the new product being built.

Policy Implementation: In 2023, the school had a focus on High Potential and Gifted Education students within the new K-2 syllabus and curriculum as staff familiarise themselves with the new syllabus and content. Staff engaged leadership and classroom level professional learning and executive have focused on producing opportunities for our teachers to be in each other's classrooms to observe teaching and learning.

Identification processes in the Academic Domain have been enhanced through adopting standardised assessments in internal data, which has illuminated the strengths and talents already in the school, Teachers are developing a greater acceptance of High Potential and Gifted Education student performance, which has been shown through the school Grade Distribution data for years 3-6. There has been a significant shift with more students being awarded A's and B's in 2023, due to use of standardised data.

Moving forward to 2024 the school will be amalgamating Strategic Direction 2's focus on High Potential and Gifted Education into Strategic Direction 1 - Quality Teaching and Learning. Strategic Direction 2 will be rebuilt around Engagement (student and community), Student Voice/ Agency and Wellbeing. The intent of the plan, as previously consulted upon, will not be changed.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students in an upward trend from 2023 data, to successfully engage in The Academy.	Complexity in staffing and the need to design a new technological platform has impacted this progress. Teachers direct students to the Google Classroom version of The Academy for enrichment purposes, but the full capacity of the program remains reliant on the build of the product. Once

<p>Increase the number of students in an upward trend from 2023 data, to successfully engage in The Academy.</p>	<p>achieved, the school will structure our whole staff access for provision of enrichment and tracking of High Potential and Gifted Education students through The Academy.</p> <p>Resourcing the build of 'The Academy' is planned to have a huge impact on provision for all students, particularly those looking for enrichment.</p>
<p>Increase the number of students in an upward trend from 2023 data, to successfully attain achievement in the Zone of High Performance.</p>	<p>Teacher survey data - evidence of shift in teacher knowledge/ skills and attitude in teaching High Potential and Gifted students and catering for all students in differentiation. Triangulation of internal data, Check-in's and NAPLAN. The planned introduction of standardised testing (from school designed assessment) is in full flight and the results have been positive. Teachers have moved away from a bell curve approach to grade distribution to accepting the norm results from the standardised assessments. This has been groundbreaking in teacher's understanding more deeply the high potential of students in the school. Internal data reflects NAPLAN and check-ins and the effect on grade distribution has been pleasing. This gives us a clear picture of the need for differentiation in the school, catering for the many students working beyond grade expectation.</p> <p>Positive growth in grade distribution in English and Maths has become more reflective of external results and truly reflects student ability.</p>
<p>School assessment of the School Excellence Framework (SEF) in the theme of Expertise and Innovation shows improvement from baseline of Sustaining and Growing towards further components of Excelling.</p>	<p>The school did not achieve Excelling in the SEF for Expertise and Innovation, however evidence shows we are working towards it. Teaching staff demonstrated and shared their expertise within their school with the Ripple Hour Program. An in school program where K-2 staff demonstrated the new K-2 curriculum to 3-6 staff. All teachers had expert contemporary content knowledge and deployed effective teaching strategies. Our school trials innovative practices and has processes in place to evaluate, refine and scale success.</p> <p>The build of The Academy as an effective tool for enrichment across school will evidence the school's level of expertise in HPGE and innovation in this space.</p>

Strategic Direction 3: A Work of Heart - Wellbeing

Purpose

'A Work of Heart' encapsulates the priority Valentine Public School places on the Wellbeing of all. Recent outcomes of our Catalyst Lab project in 2020 examining passive learning and engagement highlighted the need for students to have greater self-awareness and personal courage as a learner.

This Strategic Direction aims to provide explicit initiatives to further embed Be You and PBL processes and practices and build capacity in stakeholders to reflect upon DoE frameworks such as Social Emotional Learning, Australian Teaching Standards, School Excellence Framework and Stronger Smarter.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing & Self-Empowered Learners
- Attendance
- Empowered Connections

Resources allocated to this strategic direction

Summary of progress

Wellbeing: In 2023, the school aligned Positive Behaviour for Learning practices with Physical Education/Health/Personal Development programs which allowed for PBL to be meaningfully integrated into student learning and not function as stand alone program, improving allocation of NESA hours. Students in K-6 participated in two anti-bullying incursions (Brainstorm Productions and Backflips Against Bullying) throughout the year which were also integrated into stage PDHPE programs to support teaching and learning in the classroom. The school's Positive Behaviour for Learning practices were also showcased for 2024 Kindergarten incoming families at Kinder Expo.

Weekly E-Pulse check-in's have been highly successful for Year 3-6 students and staff as a way for people to express feelings and concern and for students to reach out to any adult when they needed advice or help. The whole school data is a consistent and reliable data source for wellbeing in the school. K-2 classrooms all had Zones of Regulation posters visible in their classroom and completed wellbeing check-ins using consistent language and visuals. Year 5 students participated in the Rock and Water program which improved student's self awareness and explored resilience and social functioning. This resulted in a decline in behavioural incidents for this cohort.

Empowered Connections: Our student TTFM data improved between snapshot #1 and snapshot #2.

Transition programs for Year 6-7 had been strengthened again this year. There was greater and improved communication between primary and the local high school. More students were involved in programs which assisted transition through LEAPFROG (transition program) and Key Learning Area visits for targeted students who may be feeling vulnerable. This year the school included High Potential and Gifted Education workshops in the areas of Visual Arts, Music, Leadership and an Academic Challenge. The local high school also initiated an additional transition day for Aboriginal and Torres Strait Islander students to build connections and support their Year 6/7 transition.

Attendance: In the area of attendance, the school demonstrated strong attendance data with an awareness of the importance of attending school every day. The school regularly communicated attendance targets and built high expectations around attendance, through social media, Skoolbag, newsletters and wellbeing phone calls. HSLO visits were scheduled and targeted students were identified and tracked. Learning Support Team processes had attendance embedded in weekly meetings with follow up through letters home for students with unexplained absences or achieving less than 90% attendance. Our direction in 2024 is for our Executive to reduce unexplained absences through improved contact between home and school.

In 2024, the school will continue to evaluate Wellbeing programs through the SEF Wellbeing Framework to strengthen wellbeing programs and ensure they are data driven and evidenced based. Staff will research the validity of The Anxiety Project or The Resilience Project. Staff will be evaluating the program to determine if either program would best suit Valentine Public School.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>SELF-EMPOWERED LEARNERS (WELLBEING)</p> <ul style="list-style-type: none"> An uplift in NSW Govt Norms greater than 3% of students showing Positive Wellbeing (Advocacy, Belonging, expectations) in TTFM Student Survey. 	<p>The school had an upward trend of 6% of students showing <i>Positive Wellbeing</i> for the period of 2022/2023 from 77% to 83%.</p> <p>The school data indicates 83% of students show Positive Wellbeing in comparison to State (62%) and SSSG (69%).</p> <p>2023 Tell Them From Me Data is trending upwards from 2022</p> <ul style="list-style-type: none"> Advocacy - 89% to 93% Expectations for school - 95% to 97% Sense of belonging - 77% to 83%
<p>EMPOWERED CONNECTIONS</p> <ul style="list-style-type: none"> An uplift in NSW Govt Norm Mean of 1.0 in Parents Feel Welcome in TTFM Parent Survey. 	<p>The parents feel welcome measure asks parents what they think about the communication between school staff and parents.</p> <p>In 2023, 77 parents / carers completed TTFM survey (20% of families). Based on the responses, the school Tell Them From Me data has shown a downward trend from 7.1 to 6.9 in Parents Feel Welcome. Despite this, parents have indicated that they feel welcome when they visit school.</p> <p>Parents Feel Welcome - School Mean 6.9</p> <ul style="list-style-type: none"> I feel welcome when I visit the school. 8.0 Teachers listen to concerns I have. 6.8 I can easily speak with the school Principal. 5.9 Written information from the school is in clear, plain language. 6.6 I am well informed about school activities. 7.3
<p>ATTENDANCE</p> <ul style="list-style-type: none"> An uplift of 4% of students will attend school 90% of the time or more. 	<p>Uplift from 2022 Annual progress</p> <p>In 2023, 71% of students are currently attended greater than >90% of the time in comparison to the State average of 59%.</p> <p>The School was 10.3% above SSSG schools.</p> <p>This is also a trend upwards of 7% from 2022 data of 59.8%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$230,614.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Valentine Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Employed 3 full-time SLSO's who worked with identified students. Student needs were identified through Learning support team meetings each term. with families. In Term 1, Smart goals were formed in partnership with families, class teachers and SLSO's. Each term, Individual Learning Plans were reviewed In Term 4, Individual Learning Plan goals were evaluated and there is a handover process to the following year teacher.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students, families and staff in open communication around developing Individual Learning Plan Smart goals. Further professional learning around setting SMART goals with staff to target student growth and development.</p>
<p>Socio-economic background</p> <p>\$29,265.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Valentine Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Practices • The Academy • Creative and Critical Thinking • HP&G Policy Implementation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Strengthened the capabilities of teachers and leaders to progress school-wide literacy and numeracy priorities through effective collaboration of the Strategic Improvement Plan through the External Validation findings and School Excellence Framework processes. Collaborated effectively with school leaders and to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the new curriculum, focusing discussions on attainment and high potential performance. Ensured all teachers adhering to Strategic Improvement Plan pedagogy and practices.</p>

<p>Socio-economic background</p> <p>\$29,265.71</p>	<p>After evaluation, the next steps to support our students will be: Staff will engage in targeted high impact professional learning, coaching and mentoring to support effective teaching and learning which develops all student's potential. Students will be supported for equity and access to curriculum activities. Staff will participate in professional learning and implement learnings around differentiation and identification processes for High Potential and Gifted Education.</p>
<p>Aboriginal background</p> <p>\$13,257.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Valentine Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Revitalisation of Bush Tucker Garden and signage • Inaugural AECG Kumaridah Award Ceremony in conjunction with our Community of Schools to acknowledge strength in culture, pride, sport, academia and resilience in each school. <p>The allocation of this funding has resulted in the following impact: Aboriginal Education Committee has been strengthened to include. Parent representative attending committee meetings to strengthen partnerships and cultural pride between school and home. Staff gained additional more support around bridging the gap and ensuring the cultural and learning needs are students are being met appropriately. The school has purchased resources to ensure the embedding of culturally diverse literature into K-3 teaching and learning programs. All Personalised Learning Plans were developed and reviewed with family input.</p> <p>After evaluation, the next steps to support our students will be: Continue to build on and strengthen our community partnerships by increasing informal and formal opportunities for school and family connections. The school is building respectful relationships between families, AECG and Warners Bay Community of Schools (CoS) to improve students' awareness and pride in their academic achievements and cultural awareness throughout K-12. The school plans to increase the more diverse opportunities for our Makoro students to connect. Each school in the Warners Bay Community of Schools is aiming to have a similar focus in their 2024-2027 School Improvement Plan around supporting Aboriginal and Torres Strait Islander students. Our school will be actively involved in engaging with initiatives between our Warners Bay Community of Schools. Valentine Public School will continue to work closely with families to track student growth and ensure that Aboriginal students are meeting and reflecting Personalised Learning Plans.</p>
<p>English language proficiency</p> <p>\$19,006.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$19,006.78</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Assessment of all LBOTE students • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Identified students confidently communicated ideas about familiar topics using suitable language. The additional teacher time provided targeted support for EAL/D students and for development of programs to support learning needs. The EALD teacher has been able to assess all Language Background Other than English students to ensure that students are receiving the support they need.</p> <p>After evaluation, the next steps to support our students will be: Vocabulary, writing development and reading comprehension will be a focus area for EALD students for 2024. A goal would be to provide EAL/D progression understanding professional learning to develop all teacher's knowledge.</p>
<p>Low level adjustment for disability</p> <p>\$147,761.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Valentine Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Strong, efficient Learning Support Team processes with genuine connection with families. Strong individual teacher and group data skill analysis to identify individual and groups of students for intervention. Success celebrated when check-in assessment was in total alignment with school internal data. Shoulder to shoulder support from expert Learning and Support Teacher or teachers in managing disabilities, curriculum adjustment and student behaviour. Experienced and expert 'intervention team' worked effectively with Learning and Support Teacher processes and Executive Teachers to use data to identify, track and celebrate student growth in Reading and Number.</p>

<p>Low level adjustment for disability</p> <p>\$147,761.01</p>	<p>After evaluation, the next steps to support our students will be: Continue to build the strength of the Learning and Support Teacher processes to identify, track and celebrate student growth. Continue to build strength around Learning and Support Teacher working with Assistant Principal Curriculum Instruction and Executive in leading the intervention team and their impact. Ensure Beginning Teachers are embedded in the Learning and Support Team processes and know the associated policies. LaST to continue to lead implementation of Inclusive Engaging Responsible Schools Policy and curriculum support documents that track students with National Consistent Collection of Data adjustments.</p>
<p>Professional learning</p> <p>\$34,896.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: The school is moving towards Excelling in SEF Element 'Data' with whole school, teams and individual teachers collecting, analysing and using data to inform teaching, assessment and reporting. Individual student needs identified, adjusted for and continually monitored. Differentiation established in Mathematics to cater for learning at the point of challenge. School collegial programming development, inclusive of UNSW Geric Model. Improved grade distribution with data more reflective of external data results. Effective high impact professional learning to guide staff implementation of pedagogy and curriculum, inclusive of UNSW Geric modelling. School internal data collection including reliable standardised assessment tasks, resulting in a more stable and growth evident data set.</p> <p>After evaluation, the next steps to support our students will be: Implement, evaluate and monitor the K-2 English and Mathematics syllabus and become more competent and confident with new syllabus documents. Ongoing discussion, evaluation and data identified opportunities to adjust the K-2 units to suit students of the school. Ongoing professional learning (High Potential and Gifted HUB), attendance to implementing two elements of the High Potential and Gifted Policy, focusing on identification and programming and assessment - introduce through planned Instructional Rounds - 'it's all about the task.'</p>
<p>Beginning teacher support</p> <p>\$32,178.90</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Valentine Public School during their induction period.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Two teachers have been identified as receiving Beginning Teacher support. • Teachers have identified Beginning Teacher mentors to work side-by-side to support teaching, learning, assessment and reporting. • Identified staff have engaged with professional learning around Curriculum Reform and worked alongside their mentor and supervisor to complete accreditation requirements.

<p>Beginning teacher support</p> <p>\$32,178.90</p>	<ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: Two staff have had strong starts to their teaching career through the identification of a teacher mentor to work alongside beginning teachers around their PDP goals, accreditation, professional learning with new syllabus and teaching and learning programs and assessment.</p> <p>After evaluation, the next steps to support our students will be: Continue to check in and deliver professional learning with our early career teachers to ensure they are managing workload responsibilities and a deep understanding of teaching, learning and assessment through evidences based practices.</p>
<p>QTSS release</p> <p>\$113,870.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Staff Capacity • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff <p>Evaluating and aligning assessment with new teaching units</p> <ul style="list-style-type: none"> • Development of programs to improve student outcomes and target areas of need, e.g. development of mathematics/phonics warmups, intervention strategies. • Reporting practices are also consistent across K-6. Assistant Principals guide the allocation of outcomes for reporting purposes, from the new syllabuses to develop assessment schedules for consistency across stage teams and manage consistent 'Where to next' syllabus comments. <p>The allocation of this funding has resulted in the following impact: Development of programs to improve student outcomes and target areas of need, e.g. development of mathematics/phonics warmups, intervention strategies. Opportunity for collaborative design of whole school assessment schedule. Consistency of pedagogical processes is evident through stage programming and the implementation of effective, well-researched teaching practices following collaborative programming practices and assessment and reporting schedules. Stage teams at Valentine Public School are well prepared for the implementation of the new curriculum, and this has been highly supported through the allocation of Curriculum Reform time. Classroom Walkthrough's provided evidence of successful curriculum implementation and effective classroom practises. Stage teams have had time allocated to understand the curriculum and to collaboratively program teaching and learning activities. This time has also extended to the evaluation and development of resources to support the implementation of the new teaching and learning units. Staff were provided increased opportunity to collaborate, design new assessment practises, develop consistency in pedagogical practise and teacher judgements to effectively support teaching and learning through quality data practises. This collaborative approach to implementation has reduced teacher workload, increased teacher confidence and provided time for collegial support and reflection of practices.</p>

<p>QTSS release</p> <p>\$113,870.02</p>	<p>After evaluation, the next steps to support our students will be: Develop more consistent collection of evidence of practise from Stage AP's to ensure all four Assistant Principal. Develop evaluation/ feedback processes from teachers to executive to empower impact conversations to support student growth and attainment.</p>
<p>COVID ILSP</p> <p>\$53,395.05</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Development of targeted focus areas using PLAN3 data for small group intervention. • Small group tuition • Assessing student progress after 10 week cycle and re-evaluated groups structures and to inform formal reporting. • Targeted intervention for studenjts with needs as identified by triangulated data. <p>The allocation of this funding has resulted in the following impact: All students on the ILSP program have shown growth of 4-5 levels in their 10 week program. The covid support teacher led collection, analysis and use of internal data to drive teaching and learning programs and in-class adjustments and implemented small group tutoring. Data was shared with K-2 and through Learning Support team meetings to ensure that students identified were continually tracked and making progress.</p> <p>After evaluation, the next steps to support our students will be: Continue monitoring and supporting students as needed using PLAN3 and school wide data collection.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	307	307	311	300
Girls	272	262	261	254

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	95.7	91.6	92.4
1	93.2	95.7	90.7	92.3
2	92.4	95.4	90.4	92.3
3	91.1	95.1	91.8	90.9
4	92.6	93.0	89.7	92.9
5	92.7	94.2	87.8	91.4
6	91.3	94.1	89.0	90.6
All Years	92.5	94.8	90.1	91.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	20.87
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	540,179.60
Revenue	6,451,998.42
Appropriation	5,341,559.16
Sale of Goods and Services	3,246.45
Grants and contributions	1,081,475.68
Investment income	23,713.54
Other revenue	2,003.59
Expenses	-6,329,205.84
Employee related	-5,170,190.70
Operating expenses	-1,159,015.14
Surplus / deficit for the year	122,792.58
Closing Balance	662,972.18

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	218,590
Equity Total	209,291
Equity - Aboriginal	13,258
Equity - Socio-economic	29,266
Equity - Language	19,007
Equity - Disability	147,761
Base Total	4,199,166
Base - Per Capita	148,869
Base - Location	0
Base - Other	4,050,297
Other Total	375,293
Grand Total	5,002,340

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

COMMUNITY FEEDBACK

VPS designed a QR Code community feedback survey option which was available to all attendees at all of major community events. QR codes on display and codes sent out after the event to get feedback at the point in time.

Throughout 2023, many opportunities were provided for the school community to connect with Valentine Public School, such as Open Classrooms for Education Week and Grandparent's Day, Celebration assemblies and both formal parent teacher interview meetings and informal meetings with families to connect.

Over 95% of families participated in Parent Teacher interviews which indicated that families had a strong sense of belonging at Valentine Public School.

TTFM FEEDBACK

Parent Survey Feedback

Communication is an important part of strong partnerships between schools, families and communities, which can benefit students. The 'parents feel welcome' measure asked parents what they thought about communication between school staff and parents. In 2023 Tell Them From Me data has shown a downward trend from 7.1 to 6.9 in **Parents Feel Welcome**. Despite this, the parents have indicated that they feel welcome when they visit our school.

Parents Feel Welcome - School Mean 6.9

- I feel welcome when I visit the school. 8.0
- Teachers listen to concerns I have. 6.8
- I can easily speak with the school principal. 5.9
- Written information from the school is in clear, plain language. 6.6
- I am well informed about school activities. 7.3

Student Survey Feedback

The school had an upward trend of 6% of students showing *Positive Wellbeing* for the period of 2022/2023 from 77% to 83%.

The school data indicates that 83% of our students showing Positive Wellbeing in comparison to State (62%) and SSSG (69%).

The 2023 Tell Them From Me Data is trending upwards from 2022 data.

- Advocacy - 89% to 93%
- Expectations for school - 95% to 97%
- Sense of belonging - 77% to 83%

Teacher Survey Feedback

Survey results are above NSW Govt Norms in all areas of Tell Them From Me for the Teacher survey.

In the area of Leadership, the School Mean of 7.8 is above the NSW Govt Norm of 7.1. Staff have indicated that school leaders have helped them to establish challenging and visible learning goals for students, have provided staff with useful feedback about their teaching and overall have said that leaders have supported them.

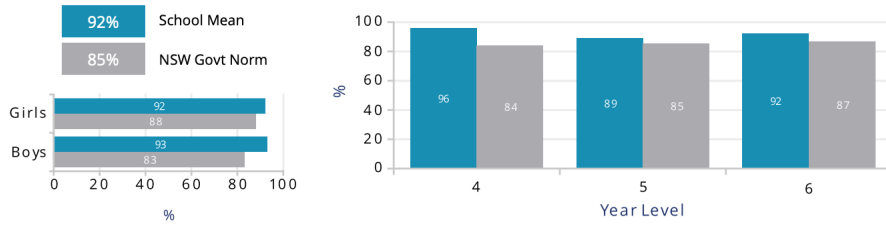
In the area of Collaboration, there was a School mean of 8.1 in comparison to NSW Govt norm of 7.8. This was evidenced through a strong collegial culture with high expectations and opportunities for collaboration between staff members.

The school will continue with TTFM surveys and the QR Community Feedback code at all community events in 2024. Staff are also designing an evaluation task for all staff professional learning to ensure that staff are engaged in, and provide feedback about the effectiveness of their own learning.

Social-Emotional Outcomes

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

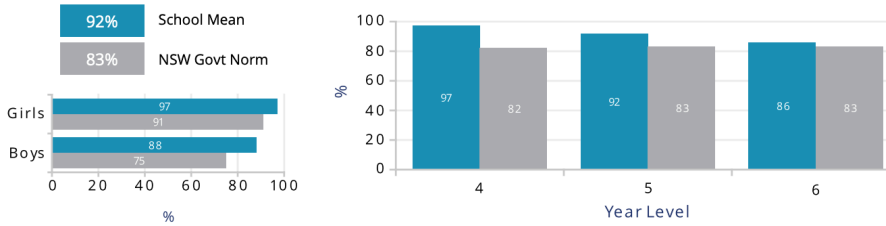


TTFM - Student survey

Social-Emotional Outcomes

Students with positive behaviour at school

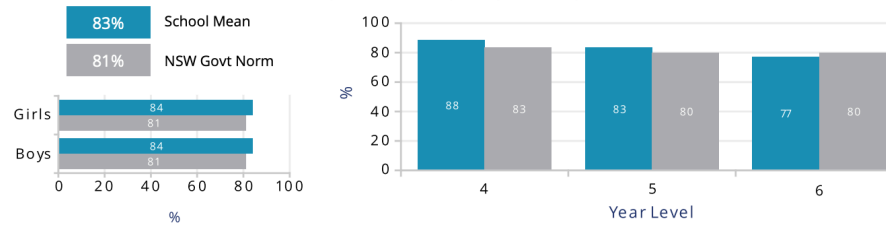
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



TTFM - Student Survey

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



TTFM - Student Survey

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

The school has an active Aboriginal Education Committee who work with the Warner's Bay Community of Schools Aboriginal Committee. The school is connected to Kumaridha AECG and seek their advice on cultural offerings.

The Personalised Learning Plan process is effective and consistent, and the school consults and meets with our community. The school holds space for our group of students and are working on building greater voice with the school and the WBCoS for our students.

We track our students attainment and ensure that our students match or better the broader population. If students are not matching, we provide intervention to focus on that attainment.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

The school ensures that we have a trained ARCO Officer on site and that staff are well informed of this role. All procedures are recorded, responded to, actioned and solved with outcome recorded.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

The school ensures that we have a trained ARCO Officer on site and that staff are well informed of this role. All procedures are recorded, responded to, actioned and solved with outcome recorded.