Aldavilla Primary School

*Aldavilla Primary School aims to provide a caring, cooperative, educational environment which facilitates quality teaching and learning through a partnership with parents, teachers, community members and equity of outcomes for all students.*
Principal's message
Aldavilla Primary School is modern with well-resourced classrooms and excellent facilities, in an attractive rural setting. Innovative literacy and numeracy programs are a feature with a strong focus on technology including a modern, well resourced computer lab with internet access.

Opportunities exist for all students to participate and excel in the academic, cultural, performing arts and sport arenas. The school boasts strong representation and success in sport at district, regional and state levels.

Our school is one of the founding members of the Macleay Educational Community of Schools, known locally as MECS. Aldavilla PS participates in an exciting range of events involving student and staff from the 17 public schools in the Macleay Valley that make up the community.

There is an active student parliament, which promotes leadership and fosters responsible citizenship through cooperative decision making.

Recently the parliament has been extensively involved in environmental and sustainability education, culminating in the school receiving “Water Wise” accreditation.

Our strong uniform policy is supported by students and parents and engenders a sense of pride in our school.

Over the years an open, inclusive relationship with the community has translated into a happy school, with all stakeholders acknowledging that the staffs’ relationship with the community has ensured ongoing collaborative decision making.

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.

David Munday - Principal

P&C and/or School Council message

The school has an active Parents & Citizens Association (P&C) which conducts several major fundraisers during the year. The P&C also operate the school canteen. The canteen has been kept open every day by the utilisation of employment agencies supplying workers.

This year the P&C has raised and donated over $20000 dollars towards the school. We have been successful in a joint funding project for our school hall awning of approximately $24000. Upon receipt of the joint funding from NSW DET we immediately purchased 17 computers for the library and stage 1 classrooms.

In 2008 we implemented the very successful “P&C Publisher” a fortnightly newsletter which in a recent survey is read by over 60% of the community. The committee is constantly looking for new ideas to raise funds for the school and introduced a P&C presentation to all staff at the annual presentation assemblies.

Our school values the contribution of parents, as we work together to assist our students to reach their potential and to take up the wide range of opportunities available. Many parent and community volunteers give their time to support a number of programs operating across the school, however we are always looking for more assistance.

The staff and students greatly value this assistance and we pass on our sincere thanks for your commitment and significant contribution to student learning and the school in general.

Mrs Amanda Hayward - President

Student representative’s message

Through involvement in the Aldavilla student parliament we worked with the community and the staff to complete a number of exciting projects.

We raised money for a variety of causes including; Jeans for genes, Harmony Day, Itaka – our adopted Vana Atu school, grew moustaches for Movember, Bandana Day, Loud Shirt Day and many others.

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Students conducted a fundraiser with Moustaches for Movember

Parliament were able to establish a Year 6 area, this granted privileges to Year 6 and gave them a special activities area and handball court. Year 6 also constructed a new playground feature as their farewell gift.

Students are responsible for collecting the food scraps, composting garden scraps and maintaining the worm farms. Students have actively helped plant the orchard and assisted with fixing up the eroded section of the soccer field.
Student leaders travelled to Sydney with students from 10 other MECS schools and joined in with students from around the state in the National Young Leaders Conference.

This year we have just as much work to do, we can’t wait to get involved.

Shelby Coleman and Kipp Haese

School context

Student information

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

Student enrolment profile

In 2008 the school enrolment was 245 students. We had 124 boys and 121 girls. Enrolments remained steady throughout the year.

The school had 245 students from 169 families in 2008. Of these students, 13% identified as Aboriginal and 8% received support from the Integration Funding Support program.

In 2009 the school expects to enrol 36 Kindergarten students and the total student enrolment will be approximately 245 students.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>130</td>
<td>130</td>
<td>116</td>
<td>126</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>130</td>
<td>115</td>
<td>115</td>
<td>127</td>
<td>121</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2007 the gap between State and school attendance was narrowed to 0.3%. In 2008 this widened to 2.5%, attendance will be monitored closely to address any patterns and reduce the attendance gap in line with state attendance percentages.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.6</td>
<td>93.6</td>
<td>93.7</td>
<td>91.6</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2A</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1-2B</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>1-2B</td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2-3M</td>
<td>3</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>2-3M</td>
<td>2</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>3-4P</td>
<td>4</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>3-4P</td>
<td>3</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>3-4T</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4-5E</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>4-5E</td>
<td>4</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>5-6B</td>
<td>6</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>5-6B</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5-6N</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5-6N</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>K-1B</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K-1S</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Position | Number
--- | ---
Principal | 1
Assistant Principal(s) | 3
Classroom Teachers | 7
Teacher of Reading Recovery | .5
Support Teacher Learning Assistance | .5
Teacher Librarian | .6
Counsellor | .2
Release from Face to Face (RFF) | .42
Primary Part Time | .4
Total | 13.62

Staff retention
Mr Allan Nugent retired at the completion of the school year after 40 years service with the NSW Department of Education & Training. His position was filled in 2009 within the Transfer and Merit Selection Procedures. Mr Dace Elletson commenced as Assistant Principal and Mr Leo Hauville was appointed as classroom teacher. All other positions have remained constant.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was 96.1%.

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

Qualifications | % of staff
--- | ---
Degree or Diploma | 65%
Postgraduate | 35%

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>94,443.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>130,113.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>269,283.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>74,802.43</td>
</tr>
<tr>
<td>Interest</td>
<td>9,105.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,963.99</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>581,712.32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>33,008.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>20,561.23</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>22,063.05</td>
</tr>
<tr>
<td>Library</td>
<td>7,467.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,360.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>261,619.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>31,002.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38,731.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27,484.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>31,027.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4,468.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>18,045.37</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>498,840.73</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>82,871.59</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
All classes performed an item of a very high standard at the annual school concert, Aldavilla All Stars. Performances varied from active dance routines to choral speaking. The theme was “Olympics” and tied in with the summer Olympics held in Beijing. Staff and parents provided feedback that the event improved on the success of previous concerts. The event was attended by over 380 parents and community members. An annual Aldavilla Idol event provides students with an opportunity to showcase their skills for the

rest of the school. This year’s events included solo and group performances of instrumental, vocal, dance and comedy skits. For the first time finalists have the opportunity to perform at a Macleay Educational Community of Schools (MECS) Idol in Term 1 2009.

Students joined the MECS Music festival as members of the massed student choir, performed at the local Carols by Candle light and participated in the Hastings Drama festival.

**Sport**

Students at Aldavilla PS participated in a range of sporting activities during 2008, with emphasis on skill development and promoting positive attitudes to sport.

Teams competed in NSW PSSA knockouts in cricket, boys and girls soccer, netball and rugby union. Sports carnivals were held in swimming, cross country and athletics. A walkathon was held during Term 3.

Many students were selected in Macleay District and Lower North Coast PSSA teams. Lachlan Mackay (rugby union) and Kadee-Lee Ward (athletics) represented North Coast Region at State PSSA carnivals.

The school had a large number of students (80) participate in the Intensive swimming program. Teachers involved noted a significant improvement in performance during the program. Swimming was also included in our school sports program.

Aldavilla staff members held executive positions on the Macleay District PSSA Committee during 2008. They will continue in these roles in 2009.

**Environmental and Sustainability Education**

Throughout the last eighteen months the school has been evaluating our environmental footprint. A group of students formed the Aldavilla Eco Warriors and began campaigning for the development of a frog pond to assist in the study of biodiversity.

At approximately the same time we applied for an Australian Government Green Voucher Program. This program supported the installation of a 90 000 litre rainwater tank which harvests the stormwater at the school and is utilised to flush the toilets. This has reduced the school water usage considerably.

At approximately the same time the school commenced applying for a series of environmental grants to support environmental and sustainability education. We were successful with applications to:

- Rehabilitate an eroded section of the playground;
- Establish an orchard of native and exotic fruit trees;
- Design and construct a set of compost bins and establish a collection routine of food scraps and garden waste;
- Design and establish a vegetable garden to support an understanding of healthy eating from Durri Aboriginal Medical Service;
- Begin construction of an outdoor classroom with demonstration tables; and
- Become a Water Wise school through a Macleay Water and Kempsey Shire Council initiative.

**Significant programs and initiatives**

**Aboriginal education**

Aspects of Aboriginal Education were part of our whole school plan and an Aboriginal perspective is reflected where appropriate, across all key learning areas (KLA) with the aim of fostering a supportive, prejudice free learning environment. We are committed to the education of all students about Aboriginal history, culture and current Aboriginal Australia.

Aboriginal student learning outcomes were supported by the Indigenous Tutorial Assistance Scheme – In Class Tuition. Two Whole of School Initiative (WOSI) DEST programs commenced in 2008.

Literacy results for Year 3 Aboriginal students exceeded the state average in the 2008 NAPLAN in overall literacy. However, spelling was lower than the state mean and writing was significantly above it. Numeracy results were all lower than the state mean. This will be an area of focus for 2009.

Overall literacy and numeracy results for Year 5 Aboriginal students were above the state average in the 2008 NAPLAN. However the numeracy results were very similar to the state mean and lower than the state in the number, patterns and algebra strand.

As a school we are trying to develop genuine collaboration with local Aboriginal communities. To foster this development we have implemented the following initiatives:

- Hosted local Aboriginal Education Consultative Group (AECG) meetings and sent representatives to AECG meetings during 2008.
- Invited Millbank, Greenhill, Smithtown, Willawarrin and Bellbrook Public Schools to join our NAIDOC celebration. Over 650
students, parents, teachers and community members enjoyed the day. Community elders and residents of Booroongen Djugun aged care facility attended the event.

- Strengthening partnerships with local organisations including: Durri AMS, Gooriwa Nandjuwar CDEP, Booroongen Djugun College, Wigay Djigay TAFE Garden.

Multicultural education

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Teaching and learning programs promote an understanding and appreciation that Australia has been multicultural in nature throughout its history and that people of many different cultural backgrounds have contributed to Australian society.

The school also encourages participation by students in special cultural days when the opportunity arises to highlight cultural diversity and understanding.

Achievements in this area include:

- Whole school participation in local Sorry Day, NAIDOC and ANZAC day activities.
- The whole school participated in Harmony Day which is an international day, celebrating cultural diversity and is a feature of our school program.

Students have also been involved in adopting a school in Itaka, Vanu Atu and studying the differences in culture.

Respect and responsibility

Aladavilla PS promotes the 4C’s program as the foundation of its pastoral care programs. The 4C’s represent the core values of the school: caring, co-operation, courtesy and common sense.

During the year students are regularly reminded of the core values and restate them at school assemblies. During the school assemblies students are recognised as they move through the positive behaviour award levels of gold, silver and bronze.

Aladavilla PS has an incredibly well supported uniform policy and 100% of students often present in the school uniform.

In 2009-2011 the school will also participate in the Positive Behaviour for Learning (PBL) program.

Constructing the compost bins

Other

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2008, forty three Year 3 students sat NAPLAN exams. In Year 3, forty-one per cent of students were placed in the highest bands, bands 5 and 6, compared with the state average of 49%. Seven per cent of students were placed in the lowest bands, Band 1 and 2, compared with the state average of 9%. At a school level there has been a decrease in students scoring in the below and at minimum bands, and a 12% increase in students achieving Band 5.

Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 33%, writing 42%, spelling 39% and 44% in grammar and punctuation.
Numeracy – NAPLAN Year 3

In Year 3, 24% of students were placed in the highest bands, Bands 5 and 6, compared with the state average of 40%. Seventeen per cent of students were placed in the lowest bands, Bands 1 and 2, compared with the state average of 10%.

In number, patterns and algebra thirty-one percent of students were placed in the highest bands, Bands 5 and 6. in measurement, data, space and
geometry twenty-four percent of students were placed in the highest bands.

**Literacy – NAPLAN Year 5**

In Year 5, 3% of students were placed in the highest bands, Band 7 and 8, compared with the state average of 32%. Eighteen per cent of students were placed in the lowest bands, Band 3 and 4 compared with the state average of 13%. At a school level there has been a 13% decrease in students scoring in the below and at minimum bands.

Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 16%, writing 5%, spelling 16% and 13% in grammar and punctuation.

**Progress in Literacy**

The Year 5 students that sat the BST when they were in Year 3 (2006) have their data matched, to make comparisons in growth. In 2008, thirty-four students were able to be matched. 40% of these students made progress of 1 skill band (expected growth) or more. In reading 47% and writing 24% of students made such progress.

**What do these results mean for our school’s literacy program?**

Detailed analysis of NAPLAN data and school assessments has indicated that over the last 3 years the overall results for the school have improved in writing. Ninety three per cent of year 3 students are achieving in Bands 5-7. Writing and reading comprehension will again be the focus for the school targets in 2009.

**Numeracy – NAPLAN Year 5**

In Year 5, 5% of students were placed in the highest bands, Bands 7 and 8, compared with the state average of 26%. 42% of students were
placed in the lowest bands, Bands 3 and 4 compared with the state average of 20%.

In number, patterns and algebra 5% of students were placed in the highest bands, Band 7 and 8. In measurement, data, space and geometry 5% of students were placed in the highest bands.

Progress in numeracy
The Year 5 students that sat the BST when they were in Year 3 (2006) have their data matched, to make comparison in growth. In 2008, 33 students were able to be matched. Fifteen per cent of these students made progress of 1 skill band (expected growth) or more.

What do these results mean for our school’s numeracy program?
Through analysis of NAPLAN data and school assessments numeracy will remain a major focus for the school targets in 2009.

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|-----------------|-----------------|
| Reading         | 87              |
| Writing         | 95              |
| Spelling        | 95              |
| Punctuation and grammar | 82 |
| Numeracy        | 82              |

Priority Schools Program (PSP)

PSP focuses on improving the literacy, numeracy and participation outcomes of all students. The program provides additional funding and a staffing allocation of 0.3 to the school. In 2008 PSP allocations were used to support the school targets outlined in the Aldavilla PS management plan. PSP staffing supplementation was used to provide additional staffing for literacy and numeracy groups in Stage 3 as well as targeted and specific literacy support in Stage 1.

PSP Numeracy

Background

Targets were established as a response to internal and external data (BST 2007). A staff member was trained as a facilitator for the Count Me In Too program and several Stage 3 staff participated in a district project – Numeracy in Middle Schools.

Program strategies included:

- Professional learning for staff in QT and in numeracy;
- Opportunities for staff to collaboratively plan, program and reflect; and
- The purchase of resources to support numeracy programs.

Findings and conclusions

Throughout the year the staff undertook a variety of professional learning activities and increased their implementation of specific quality teaching strategies to improve numeracy outcomes. Staff increased their awareness of explicit teaching strategies to support numeracy in the classroom. Overall there was success in moving Year 3 students out of NAPLAN Bands 1 and 2 and into Bands 3, 4 and 5.

Future Directions

Analysis of NAPLAN and school data has identified numeracy as a target for the next triennium as an area for focused improvement. Future funds will be directed towards building capacity for improvement through professional learning, purchase of appropriate resources and focused support to cater for students with the greatest need. Continuing to strengthen community partnerships will remain a priority.

PSP Literacy

PSP also provided significant support towards the school’s literacy target by: purchasing resources to support the school’s accelerated literacy program with copies of multiple texts; providing varied texts at the same level to develop reading comprehension skills; and supporting the use of technology in literacy development. These results are reported in another section of the report (Progress on 2007 Targets)

Background

Targets were established as a response to internal and external data (BST 2007). Students in Years 1-6 completed writing assessments each term and in term 2 staff also utilised the recently completed NAPLAN writing task to assess students in Years 1, 2, 4 and 6.

Program strategies included:

- Professional learning for staff in quality teaching, writing strategies and opportunities for staff to collaboratively plan and program to target literacy;
- Purchasing appropriate resources to support literacy programs; and
- Using appropriate consultancy support and literacy experts to develop effective strategies for individual classes and stages.

Findings and conclusions

Throughout the year there was an increased implementation of specific quality teaching strategies to improve writing outcomes. Staff have an increased awareness of writing and explicit teaching strategies to support writing in the classroom. Overall there was success in moving Year 3 students out of NAPLAN Bands 1 and 2 and into Bands 3, 4 and 5. Additionally success in moving Year 5 students out of NAPLAN Bands 1 and 2 and into Bands 3, 4 and 5 was achieved.

Future Directions

Analysis of NAPLAN and school data has identified writing as a focus for the next triennium as an area for focused improvement. Future funds will be directed towards building capacity for improvement through professional learning, appropriate resources and focused support to cater for students with greatest need.

PSP Community Participation
PSP funds were used to employ a community projects coordinator to raise the involvement and participation of the school community in events held at the school. Mrs Gaye Dufty was involved in the planning and coordination of a number of activities which resulted in increased parent participation, through attendance at school activities. Successful grant applications were also used to support increased community and parental participation.

Stage 2 and 3 students held a fund raiser after a visit to the Koala Hospital

Progress on 2008 targets

Target 1

*Increase the percentage of students at proficiency level in the:*

- 2008 Yr 3 BST Reading from 30.2% - 34.9%
- 2008 Yr 5 BST Reading from 30% - 35%

Our achievements include:

Year 3 NAPLAN reading results indicate that there has been a decrease in the number of students scoring in the below and at minimum bands and a 12% increase in Band 5.

62% percent of students were placed in the highest 3 bands compared to the previous school average of 63%.

Year 5 NAPLAN results indicate that there has been a 13% decrease in the students scoring in the below and at minimum bands.

38.5% of students in the highest 3 bands compared to the previous school average of 35.4%.

Students are also assessed against reading targets this includes their reading for accuracy aligning more closely than in previous years with their reading for comprehension.

Early Stage 1 – 82% of students are achieving at or beyond stage expectations

Stage 1 - 71.5% of students are achieving at or beyond stage expectations

Stage 2 – 40% of students are achieving at or beyond stage expectations

Target 2

*Increase the percentage of Aboriginal students at proficiency level in the:*

- 2008 Yr 3 BST Numeracy from 20% - 40%
- 2008 Yr 5 BST Numeracy from 25% - 50%
- 2008 Yr 3 BST Literacy from 20% - 40%
- 2008 Yr 5 BST Literacy from 0% - 25%

Our achievements include:

An increased percentage of students represented in Bands 4,5&6 writing in Year 3.

An increased percentage of students represented in Bands 4&5 in overall literacy in Year 3.

60% of students in Band 3&4 Year 3 Numeracy.

No students in Bands 1 &2 of Writing in Year 3 compared to the state and region.

No students in band 1 Year 3 reading, increased percentage in Band 5.

Increased percentage of students in the highest band in reading in year 5. NO students in the lowest two bands, band 3 & 4.

An increased percentage of students in Band 6 and no students in Band 3 & 4 in writing in Year 5.

Marginal differences between the strands of mathematics and underperformance against the targets.

Target 3

*Increase the percentage of students at proficiency level in the:*

- 2008 Yr 3 BST Writing from 30.2% - 34.9%
- 2008 Yr 5 BST Writing from 30% - 35%

Our achievements include:

Year 3 there appears to be a trend over the last three years of increased numbers of the students represented in the highest three skill bands. In bands 4 & 5 the school results are close to state and regional results, however there are still less students represented in the highest skill band then the state with 14% compared to 26 %.

The trend over the three years shows declining numbers of students in the lowest three skill bands. The numbers of students increase markedly for students in Band 6, however, we are still under represented in the two highest bands.
Target 4

*Increase the percentage of students at proficiency level in the:*

**2008 Yr 3 BST Numeracy from 32.6% - 39.5%**

**2008 Yr 5 BST Numeracy from 41.5% - 48.8%**

Our achievements include:

Students are still represented in the lowest two skill bands and a significant number are in Bands 3&4 however 24% of students are represented in the highest two bands.

While students are still represented in the lowest two bands there are increased numbers of students represented in Bands 5 & 6, however there is still under representation in the highest two skill bands with no students in the highest bands.

Curriculum

Homework was chosen for review to determine community and parental support for homework as part of the school teaching and learning program.

Background

During the last few years there have been several issues raised at parent meetings regarding homework and. Issues included; the amount children are expected to complete, consistency between classes and across the school, use of the schools student welfare system to increase completion of homework and comparisons to the amount of homework completed at high school.

Staff have also trialled elements of the “Homework grid” based on the work of Ian Lillico. Staff and parents will attend Ian Lillico activities in 2009.

Parents were surveyed during Term 4, 2008 and asked a variety of questions regarding homework. Approximately ninety families responded to the survey.

Findings and conclusions

The parents were asked to rank their agreement with a series of statements. For the first twelve questions responses were arranged from strongly agree, agree, disagree, strongly disagree. For ease of reporting the responses for agreed and strongly agreed or strongly disagreed and agreed have been amalgamated unless noted below. Parent’s responses to these questions are listed below.

82% of parents either agreed or strongly agreed that teachers should mark homework.

85-90% agreed that parents should be involved in helping with homework, checking homework and that completion of homework being reported to parents is important.

Two questions explored the relationship between completion of homework and the school student welfare system. 86% of parents thought it should be linked to our True Blue positive welfare system. 50% of parents disagreed that detention should be used for failure to complete homework.

Only 12% of families agreed that homework should be provided for weekends.

Completion of homework causes conflict between families in 45% of houses and approximately 70% of families agree that it should be provided for between 3-5 days per week.

Over half of the parents said they would attend an after school function to get advice from a recognised homework expert.

The remaining questions asked parents to indicate preferred time spent on homework, collection day and included space for additional comments. All of the information from these responses to the survey will be used to review our existing homework procedures and develop future directions.

In conclusion, there are still several areas we will need to address as a school community regarding homework.

Future directions

Provide access for parents to a homework expert to enable parents to be provided with recent and current research to make informed decisions about an updated homework process.

Implement the Homework grid as a trial throughout the whole school upon completion of the Ian Lillico seminar on staff development day in Term 2, 2009.

Review and align the homework to ensure improved consistency between classrooms in similar stages. Link the completion of homework to the positive rewards system and report to parents about homework at interviews and within our student reports.

Collect information about students completing their homework throughout the year to check if it aligns with the findings in the survey.

Provide regular tips to parents via the newsletter about the way they can assist their students with homework and developing good study habits.
Stage 2 students with their prize winning watermelon

Other evaluations

Educational and management practice

Background

Over the last two years there have been significant changes to both the Kindergarten and Year 6-7 orientation programs.

In order to evaluate the success of these changes parents and students involved in these programs were surveyed using the school map survey.

Findings and conclusions

Kindergarten Orientation

Twenty-nine parents (95%) returned the surveys, responses to the questions are listed below.

1. Aldavilla Primary School provides good communication to parents about Kindergarten Orientation activities.
   - Strongly agree (76%) Agree (24%) Disagree (0%)
2. Aldavilla PS provided a well organised orientation program for children commencing Kindergarten in 2009.
   - Strongly agree (79%) Agree (21%) Disagree (0%)
3. My child had a positive response to visits to Aldavilla PS.
   - Strongly agree (86%) Agree (14%) Disagree (0%)
4. My child likes the staff members who were part of the orientation program.
   - Strongly agree (76%) Agree (24%) Disagree (0%)
5. I have all the necessary information from Aldavilla PS that I require before my child starts Kindergarten in 2009.
   - Strongly agree (79%) Agree (21%) Disagree (0%)
6. I am familiar with at least one staff member from Aldavilla PS.
   - Strongly agree (83%) Agree (14%) Disagree (3%)
7. My child is looking forward to starting Kindergarten at Aldavilla PS.
   - Strongly agree (79%) Agree (21%) Disagree (0%)

There was only 1 response where any parent disagreed with the statement and the majority of responses strongly agreed. The positive parental response indicates we should continue with the Kindergarten orientation program as implemented in 2008. From the responses collected it appears that the program is meeting parent and student needs.

Future directions

However there is still a need to continue advertising and promoting school achievements and expanding the visits by staff and students to local pre-schools to ensure students zoned for Aldavilla PS attend.

School promotion in general and kindergarten enrolment campaigns will remain a school focus.

Findings and conclusions

Year 6 – Year 7 Orientation

Approximately 50% of Year 6 parents (17) returned the surveys. Responses to the to the questions are listed below.

1. I have been kept informed of the Year6- Year 7 orientation program.
   - Strongly agree (29%) Agree (65%) Disagree (6%)
2. My child has responded positively to high school visits.
   - Strongly agree (41%) Agree (59%) Disagree (0%)
3. My child is familiar with at least one member of the high school staff.
   - Strongly agree (41%) Agree (59%) Disagree (0%)
4. High school staff members have made a positive impression on my child.
   - Strongly agree (41%) Agree (53%) Disagree (6%)
5. I have received all the necessary information from the high school my child will be attending in Year 7.
   - Strongly agree (24%) Agree (76%) Disagree (0%)
6. I am familiar with at least one high school staff member.
   - Strongly agree (41%) Agree (53%) Disagree (6%)
Strongly agree (24%) Agree (53%) Disagree (24%)
7. The orientation program has my child well prepared for high school.
Strongly agree (41%) Agree (59%) Disagree (0%)

A grant enabled us to repair this eroded section of the playground
Approximately 95% of Year 6 students (37) returned the surveys. Responses to the questions are listed below.
1. I have enjoyed orientation activities at high school.
   Strongly agree (54%) Agree (43%) Disagree (3%)
2. I have been kept informed by Aldavilla PS of Year 6-7 orientation activities.
   Strongly agree (16%) Agree (78%) Disagree (12%)
3. I am looking forward to high school
   Strongly agree (41%) Agree (43%) Disagree (16%)
4. I have received all the necessary information about high school.
   Strongly agree (24%) Agree (54%) Disagree (19%) Strongly Disagree (3%)
5. I know at least one member of the high school staff.
   Strongly agree (49%) Agree (38%) Disagree (14%)
6. The orientation program has made me well prepared for high school.
   Strongly agree (30%) Agree (62%) Disagree (8%)
The parental survey indicates that parents are pleased with the Year 6-7 orientation program with the exception of the need to provide for greater personal contact between parents and high school staff members.

The student survey reflects some concerns from individual students in regard to their readiness for high school. These concerns should be able to be addressed by stage 3 teachers at Aldavilla PS in partnership with high school staff. There is a need to identify these students and provide additional support in order to make this transition into Year 7 a positive one.

Future directions
Continue to work with both Kempsey and Melville high schools to establish common transition programs to benefit staff and students.
Provide targeted support to students identified at risk in the transition process.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
The parents were asked to rank their agreement with a series of statements. The questions responses were arranged from strongly agree, agree, disagree, strongly disagree. For ease of reporting the responses for agreed and strongly agreed or strongly disagreed and agreed have been amalgamated unless noted below.
None of the responses from parents strongly disagreed with any of the statements. The range for parents who disagreed with the statements ranged from 1% to 13%. The statement with the highest percentage of parents who disagreed concerned the range of extracurricular programs and listed the examples of sport, performing arts, drama and technology. Future directions in this area will include offering more of these activities, but also increasing promotion to families of the number of extra curricular activities available to their children.
The questions with the highest percentage of parents strongly agreeing with the statements were all approximately 60% and included:
- an attractive and well resourced school;
- friendly school that is tolerant and accepting;
- student achievements are recognised through the school award system; and
- the school newsletter is effective.
Several of the statements that had the lowest percentage of parents strongly agreeing (response rates ranged from 30-40%) included:
- the school has supportive welfare programs;
- fair discipline exists within the school; and
- the school offers challenging programs.
These areas will be monitored and reviewed as part of the 2009 school evaluation process.

The final question asked parents to nominate a school priority area for the 2009-2011 school plan. This information has been collated and incorporated into the school plan.

**Professional learning**

NSW DET requires regular updates in several mandatory training areas. A schedule of who attends these mandatory training activities is kept at the school to enable accurate training information.

During the Term 2 Staff Development day school staff undertook a review of procedures for anaphylaxis.

Some examples of professional learning activities are listed below:

- Develop and implement Connected Outcome Groups (COGS) and Higher Order Thinking (HOTS) units as a strategy for teaching HSIE, PDHPE, S&T and CAPA (All teachers).
- Consistency of Teacher Judgement in relation to writing.
- Providing interactive whiteboard demonstrations.

The average expenditure per teacher on professional learning is approximately $1000.

**School Development Days (SDD)**

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<tr>
<th>Term</th>
<th>Professional Learning Activities</th>
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<td>Implement school plan</td>
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<td>Term 2</td>
<td>Mandatory Training</td>
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<td>Term 3</td>
<td>Strategies to engage students writing School based student reporting</td>
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</table>

**School development 2009 – 2011**

**Targets for 2009**

The following targets have been developed using information from school based assessments and school NAPLAN data. The targets are established providing the necessary increase to meet state and regional targets within a set time frame e.g. 2012. All targets are established to increase the number of students at proficiency level in the highest skill bands. Based on existing data over three year averages there was no requirement for targets focussing in the lowest skill bands.

**Target 1**

To improve student performance in reading evidenced by an increasing percentage of students meeting proficient standards.

Strategies to achieve this target include:

- Developing a strategic and systematic K-6 assessment program which contains frequent monitoring intervals to ensure.
- Professional learning in consistent teacher judgement within the MECS Network
- Establish a Quality Teaching contact from within the school and participate in North Coast Region Quality Teaching Network learning projects- “Accelerated Literacy” and “Moving Ahead in Literacy.”

Our success will be measured by:

- Increase the percentage of students at proficiency level in the:
  - 2009 Yr 3 NAPLAN Reading from 33%-40% and 2009 Yr 5 NAPLAN Writing from 16% - 25%
- Increasing school leadership capacity to lead evidence based and strategic literacy planning.
- Enhanced quality teaching practices to improve levels of literacy achievement for all students in line with Region and school targets.
- Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching literacy.
- A diminished gap in literacy achievements between Aboriginal students and all students.
- Growth in the Year 3-Year 5 NAPLAN reading is greater than expected growth for all students.

**Target 2**

To improve student performance in writing evidenced by an increasing percentage of students meeting proficient standards.

Strategies to achieve this target include:

- Establish class and stage programs to explicitly teach diverse genre’s of writing.
- Increase the focus on writing in all KLA’s developing quality assessment criteria using Quality Teaching strategies.
- Teachers developing and moderating stage work samples utilising CTJ and QT programs.
- Survey staff on an individual matrix covering the one literacy focus area – writing.
- Use a survey which provides us with base line data for the inclusion of QT in the school to compare to throughout the 3 year plan.
Our success will be measured by:
Increase the percentage of students at proficiency level in the:
2009 Yr 3 NAPLAN Writing from 30.2% - 34.9% and 2009 Yr 5 NAPLAN Writing from 30% - 35%.
Increase the percentage of students at proficiency level of stage outcomes to exceed or equal state NAPLAN results in writing.
Growth in the Year 3-Year 5 NAPLAN writing is greater than expected growth for all students.
Students K-6 will demonstrate improved writing standards measured against the school based testing each term.
An increased number of students completing common assessment tasks at a stage appropriate level.

Target 3

Improve student performance in numeracy evidenced by an increasing percentage of students meeting proficient standards.
Strategies to achieve this target include:
Professional Learning in CMIT and Counting On to ensure the quality of implementation and assessment
Identifying staff professional learning needs and planning individual programs to ensure implementation of the quality teaching framework in classrooms.
Quality teaching elements to be incorporated into all aspects of teaching numeracy with a focus on cultural knowledge and higher order thinking skills.
Our success will be measured by:
Growth in the Year 3-Year 5 NAPLAN Numeracy is greater than expected growth for all students.
Increase the percentage of students in 2009 Yr 3 NAPLAN Numeracy Band 5/6 from 24% - 33%
Increase the percentage of students in 2009 Yr 5 NAPLAN Numeracy Band 7/8 from 5% - 15%
Reduce the percentage of students in Yr 3 NAPLAN Numeracy Band3/4 from 59% - 50%
Reduce the percentage of students in Yr 5 NAPLAN Numeracy Band 5/6 from 53% - 43%

Target 4

Increase the percentage of ATSI students at proficiency level in the:
Strategies to achieve this target include:
Staff are provided with accurate information regarding the performance of their ATSI students and the cohort across the school.
Employ a support teacher to monitor and track ATSI student performance in literacy and Numeracy.
Report ATSI student performance to LST twice a term, with a particular focus on student success and underperformance.
Establish Executive review of stage ATSI data in Week 4 & 8 of each term.
Our success will be measured by:
Performance of students exceeding the growth 2008 Yr 5 NAPLAN Literacy from 0% - 25%.
Reducing the gap in literacy achievement between Aboriginal students and all students.
Reducing the gap in numeracy achievement between Aboriginal students and all students.

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.
David Munday - Principal
Dace Elletson – Assistant Principal
Merv Bourke – Assistant Principal
Kathryn McNee – Assistant Principal
Amanda Thomas – Teacher
Gaye Dufty – P&C Representative

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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: