2009 Annual School Report
Aldavilla Primary School

“A proud and active member of the Macleay Educational Community of Schools”
Our school at a glance

Messages

Principal’s message

2009 has been a particularly rewarding year we have completed a number of exciting projects and firmly established our environmental credentials. At the start of the year the whole school was involved in units of study based around environmental concepts: Biodiversity (Stage 2), Ice cap indignation (Stage 3) and Food for thought (Stage 1). This study laid the platform for our school parliament to take the courageous decision to become the lead school in the Human Sign Project.

Eventually 17 other local public schools joined us to create human signs to raise awareness about global warming and climate change. Our school community undertook the project to make the statement that we need to hand the environment on to the next generation in as good or better condition than it is today.

The school joined 2500 students to create human signs that focussed on an element the school community was concerned about. The Aldavilla School Parliament created a list of topics refined them to a single selection. Our sign “Future?” represents the need to be aware of and concerned for our future, do something now while we still can.

One thousand students from the Macleay Educational Community of Schools (MECS) joined with Senator John Kay MLC to “walk against warming” along the pristine beach at Trial Bay confirming their commitment to making a difference to our environment.

Students from all years had an absolute wealth of opportunities in a broad variety of curricula and extra curricula activities. Guitar group, recorder group, spelling bee, NSW Premier’s reading challenge and spelling competition, All Stars, gardening, environmental projects, choir, dance festivals, MECS massed choir, our amazing new horse sports team, Bloke’s Brekky, Men’s Reading, Book Week and Easter Hat parades, MECS Idol. We marched on ANZAC day and hosted 5 other schools and over 700 students and parents for our NAIDOC day.

Students competed at district and regional level in athletics, swimming, soccer and rugby union gaining some of our highest representative achievements in these areas.

Our school fees were targeted towards completing our outdoor classroom to create an amazing facility to engage students in a practical learning space with the outdoor resources close by. We have created an area with compost bins, worm farm, large vegetable gardens, greenhouse, propagation shed and biodiversity pond to allow students to interact with our environmental projects. We completed the installation with the support of grants from Coles, Landcare and NSW Environmental Trust.

Next year promises to be just as fun-packed and busy with a new student parliament bursting at the seams with ideas, several new staff joining the wonderful Aldavilla team and our inclusion on the National Partnerships Program – Numeracy. This will focus the entire school on improving our academic achievements in mathematics.

David Munday

Principal – Aldavilla PS
P&C message

The school has a very keen and enthusiastic P&C committee which conducts several major fundraisers during the year. The proceeds from these funds go directly to support the school and the students in the same calendar year unless they are committed to a major project.

This year the P&C has contributed funds to all classrooms to replace puzzles and board games, $500 towards Infants construction sets and a portable audio system for the library.

We have conducted extensive surveys and information from the community to modernise the school shirt and as a result we now have an attractive new shirt, phased in completely by 2010.

Our canteen operates 5 days a week, however, during term 3 the canteen was closed on Tuesdays as there were not enough volunteers for its operation.

For the first year we produced a full colour school magazine, highlighting every class and our major events throughout the year.

Several key committee members will be stepping down as their children move on to high school and we take this opportunity to thank Maureen Osmond and Kim Foukas for their efforts on behalf of our school community.

Amanda Hayward

Student representative's message

This year the our parliament has organised and been involved with many different types of MECS events e.g. we participated as a school in the music festival, MECS idol, NAIDOC Day and bike day. We have also raised money for many different causes like loud shirt day, harmony day and Movember.

As well we organised environmental projects including: the human signs, a new vegetable garden, water wise celebration and accreditation, National Tree day and participated in the inaugural walk against warming.

This year our parliament has been involved in recommending directions for the students in several areas. We debated the choice of our human sign in front of Mr Andrew Stoner (MLA) as our parliament opening. We selected a shadow education minister and we confirmed that Year 6 could purchase and wear their Year 6 shirts in Terms 1-3 on Fridays and in Term 4 all week. We organised and conducted a weekly soccer competition and joined in Ride to School day, starting in Kempsey at the corner of River St.

We wish the new parliament good luck and hope that they get organised effectively and lead the school into bigger and better things

Shelby Coleman & Kipp Haese

School context

Student information

In 2009 the school enrolment was 242 students. We had 127 boys and 115 girls. Enrolments remained steady throughout the year.

The school had 242 students from 162 families in 2009. Of these students, 14 % identified as Aboriginal and 10 % are on the Integration Funding Support program.

In 2010 the school expects to enrol 36 Kindergarten students and the total student enrolment will be approximately 235 students.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>130</td>
<td>116</td>
<td>126</td>
<td>124</td>
<td>129</td>
</tr>
<tr>
<td>Female</td>
<td>115</td>
<td>115</td>
<td>127</td>
<td>121</td>
<td>114</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2008 the gap between State and school attendance widened to 2.5 %. Attendance was
monitored closely to address any patterns of non-attendance and reduce the attendance gap in line with state attendance percentages.

**Student attendance profile**

Students were encouraged to attend daily, recognition was provided to students with attendance over 95% and families were regularly contacted with absence information. Students with patterns of non-attendance were monitored by the school learning support team. In 2009 the attendance rate exceeded the regional rate and closed the gap between the state to 1.5%.

**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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1-2M</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1-2M</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1-2S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2-3A</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>2-3A</td>
<td>3</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>2-3P</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2-3P</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3-4B</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4-5C</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>4-5C</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5-6E</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>K-1B</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K-1T</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

**Structure of classes**

The class structure of the school is based on stage classes and all classes are composite.

**Staff information**

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

Currently there is a non-teaching principal, three assistant principals and a full time school administrative manager. There are seven additional classroom teachers and support staff in library, release from face to face, reading recovery and learning assistance.

Aldavilla PS also has administrative officers, general assistant, an Aboriginal Education Worker and School Learning Support Officers (SLSO) who support the school.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>14.26</td>
</tr>
</tbody>
</table>

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>71%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>29%</td>
</tr>
</tbody>
</table>

Parents vs Students vs Staff Sack Race
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

**Income**

- Balance brought forward: $82,871.59
- Global funds: $142,494.81
- Tied funds: $377,380.74
- School & community sources: $75,085.56
- Interest: $5,069.14
- Trust receipts: $5,966.50
- Canteen: $0.00

**Total income**: $688,868.34

**Expenditure**

- Teaching & learning
  - Key learning areas: $16,550.91
  - Excursions: $31,199.31
  - Extracurricular dissections: $32,021.61
- Library: $6,992.90
- Training & development: $3,863.23
- Tied funds: $277,055.70
- Casual relief teachers: $27,776.40
- Administration & office: $33,156.47
- School-operated canteen: $0.00
- Utilities: $30,156.47
- Maintenance: $14,893.30
- Trust accounts: $6,364.18
- Capital programs: $8,460.17

**Total expenditure**: $488,606.17

**Balance carried forward**: $200,262.17

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Aldavilla P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

**Arts**

A significant feature of our school is the annual school concert, Aldavilla All Stars. Performances varied from active dance routines to choral speaking. The theme was “Outer Space” and represented the International Year of Astronomy.

Mrs Christine Bailey described the performance of 5/6 E as “the single most impressive performance of a primary class in her 40 years of teaching.” Similar feedback was obtained from the community who requested an encore at the Stage celebration in Term 4. Serious consideration has been given to performing the routine at the Hastings –Macleay Dance Festival in 2010.

Staff and parents provided feedback that the whole event continued to improve on the success of previous concerts. The event was attended by over 400 parents, community members and School Education Director – Mark Youngblutt.

Our 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. Shelby Coleman will compete in the MECS Idol in Term 1 2010.

Students joined the MECS Music Festival as members of the massed student choir, performed at the local Carols by Candlelight and performed on a number of occasions for the residents of Booroongan Djugun College.

Mrs Mickle has commenced an exciting program for students with both recorder and guitar tuition occurring weekly at school. Students involved in these programs have performed at school and in community events.

Stage 1 conduct weekly dance activities and hold a Autumn Frolic in Term 2.
Sport

Students at Aldavilla PS participated in a range of sporting activities during 2009, with emphasis on skill development, fun and promoting positive attitudes to sport.

Teams competed in NSW PSSA knockouts in cricket, boys and girls soccer, netball and rugby union. Carnivals were held in swimming, cross country and athletics. A walkathon was held during Term 4 and coincided with the MECS Walk Against Warming at South West Rocks.

Many students were selected in Macleay District and Lower North Coast PSSA teams. Lachlan (rugby union), Demi (soccer) and Brodie (athletics) represented North Coast Region at State PSSA carnivals.

The school had a large number of students (80) participate in the Intensive swimming program. The improvement in overall water confidence and the number of students joining after school swimming activities continues to increase. Swimming was also included in our weekly school sports program.

Aldavilla staff convened Macleay, Lower North Coast and North Coast PSSA sports, these roles were made possible by whole school support for our comprehensive sporting program. Aldavilla staff members held executive positions on the Macleay District PSSA Committee during 2009. They will continue in these roles until Term 1 2010 when they hand over to Frederickton PS.

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)
Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 35%, writing 15%, spelling 55% and 20% in grammar and punctuation. The spelling result exceeds both region and state averages.

**Numeracy – NAPLAN Year 3**

In Year 3, 26% of students were placed in the highest bands, Bands 5 and 6, compared with the state average of 41%. Twenty-six per cent of students were placed in the lowest bands, Bands 1 and 2, compared with the state average of 16%. In number, patterns and algebra twenty-six percent of students were placed in the highest two bands. In measurement, data, space and geometry 10% of students were placed in the highest bands.

**Literacy – NAPLAN Year 5**

In Year 5, 7% of students were placed in the highest bands, Band 7 and 8, compared with the state average of 34%. Thirty-four per cent of students were placed in the lowest bands, Band 3 and 4 compared with the state average of 13%.

Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 11%, writing 7%, spelling 4% and 11% in grammar and punctuation.

**Progress in Literacy**

The Year 5 students that sat the BST when they were in Year 3 (2007) have their data matched, to make comparisons in growth. In 2009, seventeen students were able to be matched. Twenty-nine percent of these students made progress of 1 skill band (expected growth) or more. In reading and writing 50% 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. Eighty percent of students in Year 3 reading and ninety percent in Year 3 writing are in Bands 3-5. The average progress in reading and writing has improved significantly and our 3 year average 2007-2009 has improved 30% in reading and 26% in writing compared to 2005-2007 average.

Writing and reading comprehension will again be the focus for the school targets in 2010.

Numeracy – NAPLAN Year 5

In Year 5, 4% of students were placed in the highest bands, Bands 7 and 8, compared with the state average of 35%. Forty-four percent of students were placed in the lowest bands, Bands 3 and 4 compared with the state average of 17%.

In number, patterns and algebra 8% of students were placed in the highest bands, Band 7 and 8. In measurement, data, space and geometry 11% 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 (2007) have their data matched, to make comparison in growth. In 2009, twenty-seven students were able to be matched. Thirty-three 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. Numeracy will become the major focus for National Partnership intervention in 2010-2011. Aldavilla PS will be supported with additional funds to implement individual and whole school interventions. The major programs used include Taking off With Numeracy (TOWN) and Quicksmart.

Minimum standards

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

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

| Percentage of Year 3 students in our school achieving at and above minimum standard |
|---------------------------------|---|
| Reading                         | 95 |
| Writing                         | 95 |
| Spelling                        | 95 |
| Punctuation and grammar         | 100|
| Numeracy                        | 95 |

Significant programs and initiatives

Environmental and Sustainability Education

A significant feature of our school program is our environmental focus. The P&C have endorsed this direction of our learning and it continues to engage students from K-6 in learning about our local, national and global role in raising environmental awareness.

The Geelong Coast group of schools conducted a campaign featuring students completing human signs to raise global warming and sustainability awareness. Aldavilla Parliament decided that they would like to undertake a similar project. After an initial low key start, staff obtained support from the P&C and students selected an environmental message that reflected local issues. “Future?” was selected from an initial list of 27 issues raised by various APS parliamentarians.

The Human Sign Project, as it became locally known, was also supported by several local organisations, which recognised the commitment of the students to the environment and sustainability. Donations from Kempsey - Macleay RSL, Coastline Credit Union, Kempsey Shire Council, Macleay Water and Country Energy raised $20000. This enabled a helicopter to be hired to conduct the aerial photography and a print run of 4000 DVDs of all the school human signs.

A committee consisting of Aldavilla PS staff David Munday, Karen Bennett and Gaye Dufty worked closely with Nathan Hegerty and John Jeayes to coordinate the event on the 19th June 2009. Fortunately there was brilliant sunshine and the Macleay Valley was displayed in all of its pristine beauty.
Schools from the headwaters of the Macleay to the coast participated in an activity that received regional TV coverage showcasing the commitment of the Macleay students and communities to raising awareness about this important topic.

It is hoped that with the support of Country Energy the DVDs can be distributed to each primary school in NSW. All families that participated in the project received their own DVD.

Additional aspects of our school's participation included; a tree planting, to offset the carbon emissions of the helicopter used for filming, with sponsors of the event, the world premiere of the Human Sign DVD and joining with MECS schools to complete the inaugural schools walk against warming.

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.

Analysis of NAPLAN data allows us to make comparison between the average attainment for Aldavilla students and the performance of the State Aboriginal student's average. Our results are summarised below.

Numeracy results for Year 3 Aboriginal students exceeded the state average in the 2009 NAPLAN with the number strand being significantly above the state mean. Literacy results for Year 3 students were all below the state average.

The overall literacy results for Year 5 Aboriginal students were above the state mean; however the results for the strands of spelling and grammar fell below state average. Numeracy results for Year 5 Aboriginal students were all slightly below the state mean.

Aboriginal student learning outcomes were supported by the appointment of a temporary Aboriginal Education Worker (0.5) and the development of personalised learning plans (PLP) for students in years 4 & 5. Implementation of this process and completion of PLPs for all Aboriginal students will be completed in 2010.

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

- Sent representatives to AECG meetings during 2009 and attended the NSW AECG community consultation at Booroongen Djugun.
- Invited Millbank, Greenhill, Smithtown and Bellbrook Public Schools to join our NAIDOC celebration. Over 700 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, Booroongen Djugun College, Wigay Djigay TAFE Garden and Kempsey AECG.

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 contribute 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, NAIDOC and ANZAC day activities.
- The whole school participates in Harmony Day which is an international day, celebrating cultural diversity and is a feature of our school program.

Respect and responsibility

Aldavilla PS promotes the 4C’s as the foundation of its pastoral care. The 4C’s represent the core values of the school: caring, co-operation, courtesy and common sense. Students are frequently reminded of the core values and restate them at school assemblies.

During formal school assemblies students are recognised as they move through the positive behaviour award levels of gold, silver and bronze. In 2009 the number of students reaching gold level increased to 25% of the student population. These students have been recognised with a gold badge to wear daily in 2010.

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

In 2010-2011 the school will also participate in the Positive Behaviour for Learning (PBL) program.

We host ex-service men at our annual ANZAC and Remembrance Day commemorations.

Other programs

Priority Schools Program (PSP)

PSP focuses on improving the literacy, numeracy and community participation outcomes of all students. The program provides additional funding and a staffing allocation of 0.3 to the school. In 2009 PSP allocations were used to support the school targets outlined in the Aldavilla PS management plan.

PSP Numeracy

Background

Targets were established as a response to internal and external data (BST 2008). A staff member continued training as a facilitator for the Count Me In Too program and several Stage 3 staff applied to participate in a regional numeracy project.
Program strategies included:
- Professional learning for staff in QT and in numeracy;
- Opportunities for staff to collaboratively plan, program and reflect; and
- Resources were purchased 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.

Overall there was success in moving Year 3 students out of NAPLAN Bands 1 and 2 and into Bands 3, 4 and 5. Twenty-six percent of students were in the highest 2 skill bands. Year 5 results had less students on the highest bands (8%) and a larger proportion (44%) in the lowest two bands.

Analysis of the NAPLAN results as part of National Partnerships training indicated that based on our 2008 results an additional focus on numeracy was required. This will occur throughout 2010-2011.

**Future Directions**
Analysis of NAPLAN and school data has identified numeracy as a target for the next triennium as an area for focused improvement.

Engaging our school community in numeracy workshops, information sessions and increasing the ability of parents to support their students with numeracy related activities will remain a priority.

**PSP Literacy**

**Background**
Targets were established as a response to internal and external data (BST 2008). Students in K-6 completed reading level benchmarking assessments each term and staff reported on these results at term staff and LST meetings.

Program strategies included:
- Professional learning for staff in quality teaching, reading strategies and opportunities for staff to collaboratively plan and program to target reading comprehension;
- Employing a SLSO to deliver a speech therapy program to students in Years K-2; and
- Supporting the use of technology in literacy development.

**Findings and conclusions**
Analysis of NAPLAN data indicated that we have had some success in addressing reading comprehension as a target. In Year 3 there were increased numbers of questions (9) answered more correctly than the state.

The most correct answers were in the questions of the test where students had to locate information in a text.

These results were replicated in Year 5 where the 2 questions answered more correctly than the state were in the questions that students were asked to infer meaning from a text.

**Future Directions**
Analysis of NAPLAN and school data has identified reading comprehension as a continued focus for the next triennium. 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.

The 2009 focus was on several environmental and MECS events and the continuation of successful projects e.g. P&C newsletter which has a surveyed readership of 63% of the parents and school community.

In 2010 the focus will include numeracy workshops for parents and literacy skills sessions for families. We will also expand and continue our involvement in the environmental and sustainability activities that are ongoing within the school, region and community.
Progress on 2009 targets

Target 1
To improve student performance in reading evidenced by an increasing percentage of students meeting proficient standards.

Our achievements include:
- Thirty-five percent of Year 3 students in the highest two bands NAPLAN Reading 2009, a 2% increase on 2008 results;
- Eleven percent of Year 5 students in the highest two bands NAPLAN Reading 2009, a 5% decrease on 2008 results;

In both areas the targeted increase was not achieved and the areas that were targeted for a reduction of students in lower bands were not achieved.

Reading comprehension will remain a target in 2010.

Target 2
To improve student performance in writing evidenced by an increasing percentage of students meeting proficient standards.

Our achievements include:
- Fifteen percent of Year 3 students in the highest two bands NAPLAN Writing 2009, a 27% decrease on 2008 results;
- Seven percent of Year 5 students in the highest two bands NAPLAN Writing 2009, a 2% increase on 2008 results;

The areas that were targeted for a reduction of students in lower bands were not achieved in Year 3 and there was a 5% improvement in Year 5.

Writing will remain a target in 2010.

Target 3
Improve student performance in numeracy evidenced by an increasing percentage of students meeting proficient standards.

Our achievements include:
- Twenty-six percent of Year 3 students in the highest two bands NAPLAN Numeracy 2009, a 2% decrease on 2008 results;
- Four percent of Year 5 students in the highest two bands NAPLAN Numeracy 2009, a 1% decrease on 2008 results;

Thirty-seven percent of students in Year 5 were in Band 6 with a decreased number of students in Band 5.

The areas that were targeted for a reduction of students in lower bands were achieved in Year 3.

Target 4
Increase the percentage of ATSI students at proficiency level in the 2009 NAPLAN.

Our achievements include:
- Fifty percent of students achieved growth of one skill band or more in overall Literacy 2009 NAPLAN;
- Forty percent of students achieved growth of one skill band or more in Numeracy 2009 NAPLAN;
- One hundred percent of students achieved growth of one skill band or more in Reading 2009 NAPLAN;
- Eighty percent of students achieved growth of one skill band or more in Writing 2009 NAPLAN;

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

Curriculum - Numeracy

Background
In conducting this school self evaluation on the number strand, online surveys on numeracy, NAPLAN School performance analysis and focus groups with parents, teacher and students will be utilised to obtain the necessary data for analysis.

Findings and conclusions
Online survey numeracy
All teachers and those students in Years 3,4&5 – 2009 completed the online surveys. A sample of the responses has been collated below.

Staff:
- 61% of staff have been teaching over 15 years.
- 23 % of staff have been teaching 0-5 years.
- 69% of staff fell confident in implementing the K-6 Mathematics syllabus almost always.

Students:
- 69% of students almost always agreed that maths is an important subject to learn.
- 34% of students usually agreed that their teachers plan interesting class activities.

2008 NAPLAN Analysis of numeracy.
Through the completion of the NAPLAN school performance analysis templates, the following general findings were obtained.
The school is underperforming relative to the state in numeracy.

The school identified that it has an urgent need for development with girls and Aboriginal students in numeracy.

Teacher Survey
75% of teachers surveyed felt that there is an emphasis on Numeracy with the remaining 25% believing that there is a shift from Literacy to focus more on Numeracy.

50% felt that they would benefit from assistance when teaching the Number strand while the remaining 50% felt confident teaching the stages they are currently working in.

Parent Survey
30% of parents surveyed were familiar with the Numeracy strand of the syllabus. Some parents had experience in the area of education, while others took a keen interest through other avenues such as homework, assessments and general conversations with their child.

Future directions
Provide professional learning for staff in the targeted teaching strategies to achieve the identified results. Utilise NAPLAN analysis in conjunction with support from TOWN and QUICKSMART.

Investigation of the North Coast Region maths program for the school.

All teachers provided with feedback on a regular basis and be updated regularly on our progress towards the class, stage and school targets.

School priorities to be displayed and discussed by staff and the school community and combined with a scoreboard to monitor our progress displayed in the staff room or foyer.

Educational and management practice
Management - School Self Evaluation

Background
The Targeted School Self Evaluation Team (TSSEIT) met with the Principal and Aboriginal Education Officer. Methodology included data analysis, document analysis, discussions with the Principal on the school context and an examination of the school self evaluation report.

Targeted school self-evaluation improvement included the following team members:

Mark Youngblutt, School Education Director, Hastings, Terry Robinson, Principal, Tacking Point PS, Greg Hyde, Manager Regional Coordination, David Munday, Principal, Aldavilla PS and Beris Duroux, Aboriginal Community Liaison Officer

Findings and conclusions
Online survey:
It was noted that 69% of staff felt confident in implementing and teaching the K-6 Mathematics syllabus. This demonstrates an honest reflection by beginning teachers.

It was also noted 34% of students usually agreed that their teachers plan interesting class activities and 36% of students sometimes agreed that they do things that are new or different.

NAPLAN data:
It was identified with the data analysis spreadsheet that the school has a severe problem with girls and Aboriginal students in numeracy. The Aboriginal student cohort is only 5 students and hence has unreliable data issues.

The school doesn’t have an equal to state representation of students in the top three bands.

Growth of all groups is significantly below the state growth rate from Years 3-5.

Staff Interviews
Lesson observations were not undertaken.

Extracts of documents, programs, policies and numeracy procedures were discussed with the Principal providing an overview. Team members raised questions on specifics.

Future directions
The TSSEIT found the school welcoming with happy students. Students approached the team members to welcome the team members to the school. One team member noticed there were no Aboriginal students on detention. The team was impressed by the openness and approachability of the School Principal and staff.

A sample of the recommendation is listed below:
Develop a culture of whole school corporate purpose with a focus on continual improvement including high expectations.

Commence training for all staff in analysing and using NAPLAN Data from SMART software.

All staff utilise the NAPLAN data to guide their teaching practice.

Implement information sessions for parents in this area.

Students engage in self reflection and goal setting.
Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Focus groups were carried out with three groups in the school. These groups were a parent group (10 parents), a teacher group (all staff on Years 3 and 5) and a student group (10 year 6 students) whose parents were also surveyed as the parent group. A selection of their responses is presented below.

Students

100% of students all knew what was expected of them in regards to teacher expectations. Each teacher has given them clear guidelines for the work that is set. Students felt that their teachers were providing them with the scaffolding required for them to achieve their set goals.

Teachers

100% of teachers surveyed believed that if their students participate in activities and ask for help when needed then they will succeed. A positive attitude in students is being put forward by the teaching staff so that students can achieve goals that they set themselves.

Parents

100% of parents had positive feedback in regards to the encouragement of their children from the teaching staff. They believed that their children were always expected and encouraged to do their best.

Due to participation in the National Partnerships-Numeracy this survey and process will be replicated in 2010.

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 Term 4 staff undertook a review of procedures for anaphylaxis.

Some examples of professional learning activities are listed below:

- 4 staff attend the North Coast Quality Teaching Conference;
- 2 staff attend a 3 day Rock and Water seminar; and

The average expenditure per teacher on professional learning is approximately $1800.

School Development Days (SDD)

<table>
<thead>
<tr>
<th>SDD</th>
<th>Professional Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Implement and review school plan</td>
</tr>
<tr>
<td>Term 2</td>
<td>MECS Combined Day – Ian Lillico</td>
</tr>
<tr>
<td>Term 3</td>
<td>Mandatory Training</td>
</tr>
<tr>
<td>Term 4</td>
<td>Whole school Non Violent Crisis Intervention training x 2 days</td>
</tr>
</tbody>
</table>

School development 2009 – 2011

Throughout 2009-2011 the school is committed to improving literacy and numeracy outcomes for all our students.

Targets for 2010

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.

Target 1

Increase the percentage of students at proficiency level in the reading strand of the 2010 NAPLAN Literacy compared to 2009 results.

Strategies to achieve this target include:

- Participation in the Best Start Assessment Program.
- Development of a strategic and systematic K-6 assessment program.
- Access Accelerated literacy program training.
- Stage reading targets aligned fully with reading comprehension values.

Our success will be measured by:

- All teachers provide regular updated assessment data.
- Increasing numbers of students reach stage targets compared to 2008 results; and
- Decreasing the gap between the school and the state mean in reading.

Target 2

Increase the percentage of students at proficiency level in the 2010 NAPLAN Writing compared to the 2009 results.

Strategies to achieve this target include:

- Analyse NAPLAN Writing data and complete training to assess student writing.
Aboriginal students will have their progress in writing tracked and reported to LST in weeks 6 & 10 each term.

Survey staff on an individual matrix covering the one literacy focus area – writing.

Our success will be measured by:

- Literacy Matrix Survey of all teachers show a deeper understanding of elements in Literacy understanding and standards framework.
- All teachers collaboratively analyse writing work samples against appropriate stage outcomes and criteria.
- Increased numbers of students completing common assessment tasks at a stage appropriate level.

**Target 3**

**Increase the percentage of students at proficiency level in the number strand of Numeracy in 2010 NAPLAN compared to 2009 results.**

Strategies to achieve this target include:

- Participation in professional learning opportunities that develop numeracy expertise
- Stage 1 CMIT, TOWN (Taking Off With Numeracy)
- Stage 2 Counting On and TOWN
- Stage 3 TOWN and Quicksmart
- TOWN is implemented in all Stage 2 and 3 classrooms.
- Staff receive training in the Quicksmart numeracy program. Quicksmart is introduced for targeted students
- Staff undertake the Team Leadership Course focused on quality teaching practice.

Our success will be measured by:

- Benchmark data from National partnerships-Numeracy shows improvement compared to initial testing in 2009.
- Student tracking indicates increased accuracy and reduced times in the four mental computations based on comparison to initial benchmark data.
- Surveyed parents report greater understanding and ability to assist their children at home with numeracy activities.

**Target 4**

**Increase the percentage of Aboriginal students at proficiency level in the 2010 NAPLAN Literacy compared to 2009 results.**

Strategies to achieve this target include:

Staff participate in cultural awareness training

Report ATSI student performance to LST twice a term.

Establish Executive review of stage ATSI data in Week 4 & 8 of each term.

Access the Snapshots Dare to Lead Program.

Our success will be measured by:

- Aboriginal student’s educational needs are being met by the programs and staff available at Aldavilla PS;
- Staff are provided with accurate information regarding the performance of their ATSI students and the cohort across the school. This data is used to review and improve individual student performance; and
- School staff and parents report the development of increased links and positive relationships with the local community.

**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
Kathryn McNee - Assistant Principal
Dace Elletson - Assistant Principal
Mervyn Bourke - 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: