Messages

Principal’s message

What a year! I cannot remember a busier year in my school career, our participation in National Partnerships Numeracy and the Building Education Revolution projects came in on top of an already jam packed calendar of events.

Aldavilla students continue to improve their academic performance, achieve sporting success, participate in a broad range of activities to increase their engagement with the curriculum and maintain our school focus on environmental and sustainability education. Our highlights included:

- NSW DET Director Generals award for Excellence in Environmental and Sustainability Education.
- One of only 20 schools in the state selected as a school of best practice by NSW Sustainable Schools
- Stage 3 science whizz-kids dominated the Macleay/Mid North Coast Rotary Science Challenge with our Stage 3 students comprehensively winning the Electricity program and the overall Challenge
- Athletics program placing 2nd in the Macleay Carnival this year and our highest numbers of competitors going to the regional carnival.

Our staff and community take an enormous amount of pride in the way our students participate in a broad variety of curricula and extra curricula activities. Some of the opportunities included guitar group, recorder group, MECS spelling bee, NSW Premier’s reading challenge and spelling competition, All Stars, gardening, environmental projects, choir, dance festivals, MECS massed choir, horse sports, Bloke’s Brekky, Men’s Reading, Book Week and Easter Hat parades and MECS Idol.

Aldavilla PS proudly marched on ANZAC day and conducted ceremonies for Remembrance Day, NAIDOC day and Harmony Day. Once again we are leading the way in environmental education partnering with Landcare, Kempsey shire Council and organising the MECS schools to participate in a mass tree planting in Gills Creek to rehabilitate koala habitat within the South Kempsey Industrial area. Our remaining Stage 3 students then conducted a National Tree Day planting with Kempsey Toyota sponsoring the event. We continued to work with KSC and the
environmental swale at The Ponds Way and expanded our vege gardens to one per class.

These events and activities increase the level of student engagement and provide an amazing array of opportunities to demonstrate student leadership, citizenship and our core values of the 4Cs - Caring, Courtesy, Cooperation and Common sense and develop an authentic bond with our school community and the wider Macleay Community.

Students competed at district and regional level in swimming, soccer and rugby union gaining some of our highest representative achievements in these areas. Our sporting teams continue to develop with participation in the PSSA knockout competitions providing numerous opportunities for students in a wide variety of team sports.

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. In 2010 the P&C held a very successful Walkathon that also incorporated the end of year stage excursions in Term 4 which raised over $3000. The school canteen has continued to operate under the P&C and has been kept open every day by the utilisation of employment agencies supplying workers and wonderful volunteer helpers.

The implementation of the new school shirt in 2009 has continued to be a burden financially for the P&C this year. Our school is the only source of supply and therefore requires stock on hand as well as a large financial outlay. On a positive note the ongoing successful fundraisers have enabled the constant supply of new school shirts and other uniform items.

In 2009/2010 classroom games were purchased from K-6 as well as the P&C Book Awards presented at each Stage Celebration Assembly. Our target this year is to design a new school hat.

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

A highlight of 2010 was the Lake Ainsworth excursion. It was a great experience for all of stage 3. We are looking forward to a fabulous time in Canberra this year. Most students brought their bikes to school for the national Ride to School day and our whole school participated enthusiastically in the ‘Simultaneous Reading and Singing’.

The fund raisers that Aldavilla held were great and we raised a fair amount of money. The Annual All-stars concert was fantastic and well done to all the teachers who organised it. Lots of parents came and we hope the All-stars concert goes just as well this year.
The year 6 farewell was great the way the teachers and some of the 5 students set the hall up. The food was fantastic and some of the year 5 students got to serve the year 6’s. We hope to have a magnificent year with everyone progressing through the rewards chart and also achieving academically and on the sports field.

Katie and Nicholas

Prime Minister Sophie and Leader of the opposition Jade cut the Year 6 farewell cake

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.

In 2010 the school had 239 students from 162 families in 2010. Of these students, 14% identified as Aboriginal and 10% are on the Integration Funding Support program.

In 2011 the school expects to enroll 26 Kindergarten students and the total enrolment will be approximately 240 students.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>130</td>
<td>116</td>
<td>126</td>
<td>124</td>
<td>129</td>
<td>123</td>
</tr>
<tr>
<td>Female</td>
<td>115</td>
<td>115</td>
<td>127</td>
<td>121</td>
<td>114</td>
<td>121</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Attendance was closely monitored to address any patterns of non-attendance and to reduce the attendance gap in line with state percentages. The following strategies were implemented in 2010:

- 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.
- Partial attendance patterns have been identified and the school works with the HSLO to address some of those family issues.

- Analysis of 2010 attendance data did not identify significant variations in attendance rates between particular years of schooling or gender of student.

- Class teachers and executive staff liaise with parents of students with continual partial absences about the importance of whole day attendance.

- Executive staff contact parents by letter and HSLO referrals are made when student attendance is of concern.

- Executive staff utilise ‘The Keeping Them Safe’ website to consult with community services about students of concern regarding regular attendance.

### 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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll</th>
<th>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>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1-2H</td>
<td>1</td>
<td>7</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1-2H</td>
<td>2</td>
<td>15</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2-3A</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3-4F</td>
<td>3</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>5-6M</td>
<td>5</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>5-6K</td>
<td>5</td>
<td>13</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5-6K</td>
<td>6</td>
<td>14</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>7</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>15</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>K-1B</td>
<td>K</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>K-1B</td>
<td>1</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>K-1S</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>12</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>17</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

### Staff information

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

Enter text here

### 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>7.0</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></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.422</td>
</tr>
<tr>
<td>Total</td>
<td>13.64</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

### Staff retention

The current principal arrived in 2006 and is only the second principal of the school. About half the staff were appointed to the school in the last 4 years with 1 of those teachers being targeted graduates and two Assistant Principals in their first promotions position. Four teachers have indicated that they will retire in the next 1-3 year period.
There are currently 11 fulltime classroom teachers and 2 special programs teachers at the school. Additionally, there is approximately 17 casual SASS staff who work in a variety of positions across the school.

- 69% of the current staff has been at the school for 5 years or less.
- 69% of the current staff has more than 5 years teaching experience.
- 31% of the current staff has 5 or less years of teaching experience.

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

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

A full copy of the school’s 2010 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 2010

Achievements
Arts
In 2010 students engaged in a variety of Arts activities. It was the first year Aldavilla Primary Students participated in the Southern Network Dance Festival. Students from Year 2, 3, 4 and 5 contributed to two performances held at Camden Haven High School.
Aldavilla students were represented in dramatic and public speaking events at the Kempsey Eisteddfod.

The annual All Stars concert showcased the talent and creativity of students and teachers this year. The theme ‘biodiversity’ provided the inspiration for many of our performances and audiences were enthralled by the performance which was held at Melville High School.

Our Aldavilla Idol event provides students with an opportunity to showcase their skills for the rest of the school. This event often brings out hidden talents in dance, music, instrumental and comical skits. MaKayla Wheatley was selected as the Aldavilla representative to attend the Macleay Idol.

Stage 1 and Stage 3 choirs merged together for an end of year carols by candlelight concert at Booroongen Djugun College. Audiences were delighted by the performances.

**Sport**

Aldavilla PS students were involved in a range of sporting activities during 2010, with emphasis on skill development, participation, fun and promoting positive attitudes towards sport and an active lifestyle.

2010 saw all students K to 6 involved in the annual school athletics carnival, partaking in competitive events and modified events promoting skill development in athletics. As well as this the annual swimming and cross country carnivals were also run. Many of our students qualified to attend the Macleay and Lower North Coast trials.

This year Aldavilla PS obtained 2\textsuperscript{nd} overall champion school at the Macleay PSSA athletics carnival and Juan (100m sprint) progressed to the State PSSA athletics carnival, representing the North Coast. The students also had opportunities to be involved in many school teams that participated in gala days and the NSW PSSA knockouts including; cricket, boys soccer, boys and girls softball, netball, AFL and rugby union. 51 students represented the Macleay in various sports at the Lower North Coast PSSA trials and 14 students represented the Lower North Coast at the North Coast PSSA trials.

All Aldavilla PS students were involved in 2 days of water confidence prior to the Intensive School Swimming Program in which 92 students from Year 2 to 6 participated. The involvement in these programs has seen overall improvement in the participation of students at our annual swimming carnival and swimming for sport program.
**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 these assessments.

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

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

**Literacy – NAPLAN Year 3**

In 2010, 41 Year 3 students sat NAPLAN exams. In overall literacy, 23 percent of students were placed in the highest bands, bands 5 and 6, compared with the state average of 28%. 48 percent of students were placed in the lowest bands, Bands 1 and 2, compared with the state average of 14%.

Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 23%, writing 27%, spelling 22% and 24% in grammar and punctuation. The state results exceed both region and state averages.
Year 3 students were overrepresented in the bottom two bands (Bands 1 & 2) in 2010 and were underrepresented in the top two bands (Bands 5 & 6) in Literacy over the past three year period compared to the NSW and/or NCR.

Year 3 students literacy results were clustered around Band 4, with an over representation compared to region and state results.

**Numeracy – NAPLAN Year 3**

In Year 3, 2% of students were placed in the highest bands, Bands 5 and 6, compared with the state average of 38%. 52 percent of students were placed in the lowest bands, Bands 1 and 2, compared with the state average of 15%.

In number, patterns and algebra 4 percent of students were placed in the highest two bands. In measurement, data, space and geometry 2% of students were placed in the highest bands.

**Literacy – NAPLAN Year 5**

In 2010, 44 students in Year 5 sat NAPLAN exams. 23% of students were placed in the highest bands, Band 7 and 8, compared with the state average of 33%. 46 percent of students were placed in the lowest bands, Band 3 and 4 compared with the state average of 20%.

Students were represented in the various literacy strands in the highest 2 bands in the following percentages: reading 23%, writing 9%, spelling 16% and 27% in grammar and punctuation.
In Year 5, 12% of students were placed in the highest bands, Bands 7 and 8. In measurement, data, space and geometry 14% of students were placed in the highest bands.

Numeracy – NAPLAN Year 5

In Year 5, 12% of students were placed in the highest bands, Bands 7 and 8, compared with the state average of 32%. 34 percent of students were placed in the lowest bands, Bands 3 and 4 compared with the state average of 16%.

Progress in literacy

The Year 5 students that sat the NAPLAN exam when they were in Year 3 (2008) have their data matched, to make comparisons in growth. In 2010, forty two students were able to be matched. 45.2 percent of these students made progress of 1 skill band (expected growth) or more in reading and 23.2 made such progress in writing.
The Year 5 students that sat the NAPLAN when they were in Year 3 (2008) have their data matched, to make comparison in growth. In 2010, forty one students were able to be matched. 46.3 percent of these students made progress of 1 skill band (expected growth) or more.

**Progress in numeracy**

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 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or 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 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or 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>

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.

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

Numeracy results for Year 3 Aboriginal students were below the state average in the 2010 NAPLAN. Literacy results for Year 3 students were greater than or equal to the North Coast region men but all below the state average.

The overall literacy results for Year 5 Aboriginal students were below the state mean; however the results for the strand of reading was better than region but below state average. Numeracy results for Year 5 Aboriginal students were all slightly below both the region and 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 K-6. These were completed initially during Term 3 and reviewed by staff in Term 4.

Parents will be invited to review the plans with their child’s new teacher in week 3 Term 1.

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 all teaching and non-teaching staff to the MECS cultural awareness training at West Kempsey PS in Term 3.
- Conducted school NAIDOC celebrations with our local parents, residents of Booroongen Djugun and Durri AMS.
- 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 2010 the number of students reaching gold level doubled from 47 students in 2009 to 94 students in 2010. These students have been recognised with a gold badge to wear daily in 2011.

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

National partnership programs

In 2010 the school commenced National Partnerships - Numeracy. The program involved the appointment of a numeracy leader supported by regional staff to implement the K-6 TOWN (Taking Off With Numeracy) and individual student intervention Quicksmart programs.

Miss Amanda Thomas assumed the role of numeracy leader.

Students in Years 3-5 participated in National Partnerships testing in Term 1, 3. The results are reported in similar bands to the NAPLAN results to allow comparisons. The analysis of those results is summarised below.

National Partnerships Numeracy Testing

Year 3 Results
- 57.5% of students moved 1 or more bands.
- 22.5% of students moved 2 or more bands
- 80% of ATSI students moved one or more bands.

Year 4 Results
- 58.8% of students moved 1 or more bands.
- 23.5% of students moved 2 or more bands
- 50% of ATSI students moved 2 or more bands.

Year 5 Results
- 34.2% of students moved 1 or more bands.
- 40.5% of students were in the highest 2 bands.

National Partnerships Staff Survey
- 91.6% of staff have changed their teaching practice since the implementation of TOWN
- 83.3% of staff have improved knowledge of strategies to move their students forward in the frameworks.

Quicksmart

The PAT Maths test was used with a Quicksmart group of 12 students and a control group of 6 students.

- Mean growth Quicksmart students 5.17 compared to the control group of 3.66.
- ATSI mean growth Quicksmart students 8.66 compared to the ATSI control group of 3.0.
- All teachers reported anecdotally on the increased self-confidence and participation in maths sessions by all Quicksmart students.

Connected learning

2010 saw the installation of a connected classroom as part of the DET Connected learning program.

This classroom has seen significant use by both students and staff in the following areas:

- MECS Spelling Bee to enable students to practice against neighbouring schools prior to the NSW Premiers Spelling Bee. Aldavilla came 2nd in the MECS spelling Bee.
- AS part of our inclusion in National Partnerships staff have to complete some elements of the team leadership for school improvement program. Whilst approximately 85% of all Aldavilla PS staff successfully completed the modules we were joined in video conference by staff from Millbank, Stuarts Point, Greenhill and Bellbrook schools.

2011 will see an expansion of the MECS Spelling Bee and the inclusion of a MECS Debating challenge also carried out via video conference.

An additional connected classroom is being installed in 2011 in our new multi-purpose room as part of the Building Education Revolution program.

Other programs

Next year will see 4 of our students take up scholarships with the Kempsey Silver Band and start our journey towards the development of a school band. Our school fees were targeted towards increasing our reading resources in the lowest reading levels to replace readers and provide a wider variety at the beginning levels.

Progress on 2010 targets

Target 1

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

Our achievements include:

- Year 5 Band 7 and 8 increased from 11% in 2009 to 23% in 2010 or almost twice as many students as the previous year.
- We exceeded the goal of reducing the number of students in Band 5/6 to 32% by 3%. However there was still a large group (30%) in Band 4.
- Year 3 had less students in Bands 5 and 6 than last year but matched Year 5 with 23%.
- The number of Year 3 students in bands 3 and 4 remained at 44% and did not improve from last year.

Target 2

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

Next year will see 4 of our students take up scholarships with the Kempsey Silver Band and start our journey towards the development of a school band. Our school fees were targeted towards increasing our reading resources in the lowest reading levels to replace readers and provide a wider variety at the beginning levels.
Our achievements include:

- The percentage of year 3 students in Band 5 and 6 improved from 15% in 2009 to 27% in 2010.
- The percentage of year 3 students in Bands 3 and 4 reduced from 75% in 2009 to 56% in 2010.
- The percentage of year 5 students in Band 7 and 8 marginally improved from 7% in 2009 to 9% in 2010.
- The percentage of year 5 students in Band 7 and 8 marginally decreased from 70% in 2009 to 63% in 2010 meeting our 3 year plan target.

**Target 3**

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

Our achievements include:

- The percentage of year 3 students in Band 5 and 6 decreased significantly from 26% in 2009 to 3% in 2010.
- The percentage of year 3 students in Band 3 and 4 remained similar from 47% in 2009 to 46% in 2010.
- The percentage of year 5 students in Band 7 and 8 marginally improved from 4% in 2009 to 12% in 2010.
- The percentage of year 5 students in Band 7 and 8 marginally decreased from 70% in 2009 to 63% in 2010 meeting our 3 year plan target.

**Target 4**

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

Our achievements include:

- No Aboriginal students achieved proficiency in Year 3 and Year 5 numeracy a similar result to 2009.
- The percentage of year 3 students in Band 6 reading increased significantly from 0% in 2009 to 20% in 2010. However there were no students in Band 5 Writing.
- No Aboriginal students achieved proficiency in Year 5 Writing a decrease from 13% in Band 7 in 2009.

**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 2010 our school carried out a situational analysis as part of our inclusion in National Partnerships. The analysis was conducted by the school evaluation team consisting of staff, parents and community representatives.

**Educational and management practice**

In 2009 we were required to complete the DET analytical framework to support school improvement in literacy and numeracy.

This was a mandatory requirement of our participation in National Partnerships Literacy and Numeracy.

**Background**

The framework was completed by the numeracy leader and the school principal in conjunction with facilitator training in Team Leadership for School Improvement.

Schools established their position on the framework in 25 key areas in 2009 and then reviewed the results in May and August 2010.

These reviews were conducted with the National Partnerships Regional Coordinator.

**Findings and conclusions**

Using the 2009 framework as our baseline data we were able to plot the areas of improvement and identify areas of need.

There were some issues where we were unable to show any improvement as we had plotted the school and staff at the highest level.
The framework has 25 key areas which are covered but are set up to cover the following broader topics. Each area was reviewed in May and August 2011 and the findings are reported below:

Topics 1-3 – School Resources
- All 3 topics moved one level with topic 3 achieving the highest level in the framework.

Topics 4-9 – Data analysis and evaluation
- Three of the 6 topics moved one level, whilst none of them reached the highest level it is expected that 4 of the 6 topics will achieve the highest level in the framework as a result of our involvement in NP LOWSES.

Topics 10 – 14 – Students and Community
- Two topics are expected to move to the highest level as part of NP LOWSES. The three areas that are the lowest levels address parent partnerships, parent reporting and community reporting.
- These three topics are amongst the lowest scores on the whole matrix and will form a key part of the community and school promotions plan for 2011-2014

Topics 15 – 18 – Quality teaching and curriculum
- Two of the 4 topics are at the second highest level and form part of our planning for 2011 as the requirements to extend to the highest level are quite significant.

Topics 19 – 25 – Staff and leadership
- Six of the 7 are at the second highest level and form part of our planning for 2011 as the requirements to extend to the highest level are quite significant.
- Addressing topic 21: School leaders actively participate in learning about literacy and numeracy, will form a key part of the professional learning plan in 2011-2014.

Future directions
The analytical framework report is a comprehensive document which sets out in explicit detail the strategies schools will use to move to the next level in the framework. The recommendations from that report have been used to develop our school plan for 2011.

Curriculum
During 2010 an intensive situational analysis was undertaken of the school. It involved planning the process, data collection, data analysis, communicating findings to the team representatives and developing recommendations and strategies.

Background
This process commenced in July 2010 determining who the key stakeholders were and members of the team nominated from staff, community (AECG) and the parent body (P&C).

During September 5 staff attended SMART analysis training to assist with the collection, collation and analysis of school data.

Online surveys of the students and staff were conducted and a focus group of parents was contacted by phone and their results were recorded online by our community liaison officer.

Findings and conclusions
The results of this entire process resulted in the following conclusions.

1. Increase parent/school communication.
2. Increase capacity of staff to engage in ongoing communication with the school community.
3. Student engagement and satisfaction in learning is an area for investigation.
4. Increase the number of students represented in the highest bands
5. Address minimal progress for students in bands 3 and 4 in reading, grammar and punctuation, writing and numeracy.

Future directions
The process then moved to a variety of workshops and staff meetings to determine the most appropriate strategies to utilize to meet the conclusions.

These draft strategies were then finalized and budgeted and form the basis of our whole school plan which was endorsed by the school education director – Hastings, Mr Mark Youngblutt.

This plan was then published to the internet and is available at our school website on the webpage – school plan.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Student online surveys (years 2-6) and parent focus group surveys were conducted and their responses are presented below.

Student response analysis compared to recent annual school life surveys indicates that student engagement and satisfaction in what they are learning and how they participate in their learning remains an issue. In particular while some of the surveys indicate student engagement and satisfaction with aspects of their learning this is not matched by their actual academic achievement.

Parent response analysis identified the following areas for further review and they have been used to develop our school plan for 2011.

- 88% of parents agreed that the backgrounds of cultural groups are reflected in school practices and that information about student learning is shared between home and school.

- 84% of parents agreed that the needs of families are considered when organizing meetings and where learning activities connect students to home and family contexts.

- 80% of parents agreed that all members of the community are supported to contribute to the school’s success.

- 76% of parents agreed that members of the school community are regularly invited to meet with school leaders.

- 72% of parents agreed that members of the community come together to support student learning and where parents/carer are supported to assist their child’s learning at home.

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.

Some examples of professional learning activities are listed below:

- All staff attended a variety of workshops on local Aboriginal culture hosted by West Kempsey PS.

- 85% of staff attended voluntary training after school covering modules of the Team Leadership for School Improvement program.

The average expenditure per teacher on professional learning is approximately $2620.

School Development Days (SDD)

<table>
<thead>
<tr>
<th>SDD</th>
<th>Professional Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Implementation of 2010 school plan</td>
</tr>
<tr>
<td>Term 2</td>
<td>Mandatory Training</td>
</tr>
<tr>
<td>Term 3</td>
<td>MECS Combined Day – Cultural Awareness</td>
</tr>
<tr>
<td>Term 4</td>
<td>Day 1 – 2010 results and 2011 planning</td>
</tr>
<tr>
<td></td>
<td>Day 2 – Differentiating the Curriculum</td>
</tr>
</tbody>
</table>
School development 2009 – 2011

Targets for 2011

Target 1

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

Increase the percentage of students at proficiency level in the Year 3 2011 NAPLAN – Reading from 27 % in 2010 to 35 % in 2011.

Increase the percentage of students at proficiency level in the Year 5 2011 NAPLAN – Reading from 9 % in 2010 to 30 % in 2011.

Strategies to achieve this target include:

- Identify and train staff members as an L3 and Accelerated Literacy facilitator to support improvement in literacy. The staff members will have a reduced teaching load to provide ongoing school-based professional learning.
- Purchase additional resources to support the implementation of AL and L3.

Our success will be measured by:

- Increased school leadership capacity to lead evidence based and strategic literacy planning.
- Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching literacy.
- Diminished gap in reading achievement between Aboriginal students and all students.
- Students in Band 3-4 2009 Yr 3 NAPLAN achieve growth in Year 5 NAPLAN reading of 2 bands or more (45% in Bands 3/4 in 2009).

Target 2

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

Increase the percentage of students at proficiency level in the Year 3 2011 NAPLAN – Writing from 27 % in 2010 to 35 % in 2011.

Increase the percentage of students at proficiency level in the Year 5 2011 NAPLAN – Writing from 9 % in 2010 to 30 % in 2011.

Strategies to achieve this target include:

- All classes to use the PDSA cycle with students to identify quality writing
- Oral Language development program introduced for students K-2. Assessment and program planned by speech therapist and implemented by SLSO.
- Ensure that teachers’ individual PL plans include a specific focus on bridging the gap in outcomes between ATSI and non-ATSI students.

Our success will be measured by:

- Increased 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 NCR and school targets
- Expanded use by teachers of ICT learning tools, interactive technologies and ICT
based curriculum resources in teaching literacy.

- Diminished gap in literacy achievement between Aboriginal students and all students.

- Students in Band 3-4 2009 Yr 3 NAPLAN achieve growth in Year 5 NAPLAN Writing of 2 bands or more (75% in Bands 3/4 in 2009).

Target 3

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

Increase the percentage of students at proficiency level in the Year 3 NAPLAN - Literacy from 3% in 2010 to 15% in 2011.

Increase the percentage of students at proficiency level in the Year 5 NAPLAN - Literacy from 12% in 2010 to 25% in 2011.

Strategies to achieve this target include:

- Provide professional development opportunities for school executives and teachers to help them use and analyse student data, including NAPLAN and NP literacy testing, to cater for student needs.

- Staff receive training in Quick Smart. Assessments of student’s benchmark levels are undertaken. Quick Smart is introduced for targeted students in two cohorts.

- Allocate resources to support teacher professional learning through participation in the whole school and intervention programs available through the National Numeracy Partnership e.g. Quick Smart and TOWN.

Our success will be measured by:

- Increased 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 NCR and school targets.

- Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in teaching numeracy.

- Diminished gap in numeracy achievement between Aboriginal students and all students.

- Students in Band 3-4 2009 Yr 3 NAPLAN achieve growth in Year 5 NAPLAN Numeracy of 2 bands or more (75% in Bands 3/4 in 2009).

Target 4

To improve Aboriginal student performance in reading, writing and numeracy evidenced by an increasing percentage of students meeting proficient standards.

Strategies to achieve this target include:

- Staff receive training in Quick Smart. Assessments of student’s benchmark levels are undertaken. Quick Smart is introduced for targeted students in two cohorts.

- Allocate resources to support teacher professional learning through
participation in the whole school and intervention programs available through the National Numeracy Partnership, Quick Smart and TOWN.

- Employ additional staff with specific skills in the maintenance of databases for data collection and collation purposes to enable teachers to maintain a rigorous focus on leading numeracy learning within a the school and to support executive in evaluation and reporting activities.

Our success will be measured by:

- Diminished gap in literacy achievement between Aboriginal students and all students.
- Diminished gap in numeracy achievement between Aboriginal students and all students.
- Growth in the Year 3-Year 5 NAPLAN is greater than expected growth for all students.
- ATSI students exceed the growth rate of NCR ATSI students in numeracy achievement.
- ATSI students achieve results in the highest skill band in Year 3 or Year 5.

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
Karen Kemsley  Assistant Principal
Chris Bailey  Assistant Principal (r)
Amanda Harvey  Teacher
Jane Mickle  Teacher
Gaye Dufty  Projects Coordinator
Sara Surma  Parent (P&C)
Michael Gee  Parent (P&C)
Anna Chapman  Parent
Debra Morris  AECG

School contact information

Aldavilla Primary School
Sherwood Road Kempsey NSW 2440
Ph: 02 65631141
Fax: 02 65627560
Email: aldavilla-p.school@det.nsw.edu.au
Web: aldavilla-p.school.nsw.edu.au
School Code: 4601

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: