School Context

Aldavilla Primary School was established in 1992 and has well-resourced classrooms and excellent facilities, set in an attractive rural setting. A friendly, inclusive and welcoming school that promotes respect and responsibility through the school values of Caring, Co-operation, Courtesy and Commitment.

Our school has dedicated, highly qualified, experienced teachers offering a wide range of learning opportunities for your child. We have a strong focus on technology including interactive whiteboards, modern computers in every classroom, video-conferencing and a modern, well-resourced computer lab with secure internet access.

Opportunities exist for all students to participate and excel in academic, cultural, performing arts and sport. The school boasts strong representation and success in sport at district, regional and state levels. We have an active student parliament promoting leadership and fostering responsible citizenship involving cooperative decision making.

Our strong uniform policy is supported by students and parents engendering a sense of pride in our school. We are a member of the Macleay Educational Community of Schools (known locally as MECS), a group of 17 local public schools committed to working together to provide the best possible education for all students.

Our primary-secondary transition programs promote important links with our neighbouring schools for the benefit of your child. The transition process builds positive relationships and familiarity with peers and teachers.

A recent focus has been on sustainability and environmental education, with participation in the Stephanie Alexander Kitchen Garden program.

Aldavilla PS has a reputation for meeting individual learning needs. We provide an educational environment that incorporates computer technology effectively, develops sporting skills, and allows for valuable cultural experiences and a positive approach to school life. Our school culture promotes to all students the importance of applying themselves to achieve their full potential.

Our school has a focus on numeracy and literacy with an emphasis on individual learning programs. Effective and extensive support programs are developed for children identified with special needs. These programs are monitored by an experienced learning support team.

Our renovated and state of the art hall provides a perfect venue for school productions including dance, choir, guitar, recorder and drama groups. The bi-annual All Stars concert has become an outstanding feature of the school and community calendar. As a result of this artistic direction our students participate in local and regional dance, music and drama festivals and eisteddfods.

 Principal’s message

Our school continues to benefit from a wide range of opportunities for all of our students.

An academic focus on an increased emphasis on the additional learning and support programs we are providing and clear information to parents about what their children are receiving. These programs range from writing extension programs with iPads to intensive reading support.

Our athletes continue to do well across a variety of support with our developing interest in athletics resulting in some performances at state level.

Our dance groups performed on a number of occasions throughout the year and are applying for a role within the “School Spectacular” in 2014.

In technology our range of devices for students has been expanded following a successful pilot within Stage 3 of iPads.

At several times during the year we obtained feedback from groups of students and parents about the school and the programs we offer and in general the response has been supportive. This information is expanded within this report in later sections.

The teachers at our school undertake rigorous professional learning activities within the school designed to improve the quality of their teaching with 2 specific focuses in maths and reading comprehension. This process will be expanded
next year and continue to provide valuable feedback for our staff and improved results for our students.

Aldavilla PS continues to attract a demand for enrolment and over the last 2 years we have increased the number of classes to 11 and expect to maintain that class formation for 2014 and beyond.

The kitchen/garden program continues to evolve and attract a significant number of community volunteers to participate in the program. The skills of the student’s in both areas have increased dramatically. A significant challenge for 2014 will be to how we maintain the program with changes to our funding over the next few years.

The entire staff at Aldavilla continues to undertake a range of activities with the children every year including participation in the swimming carnival, cross country, Book week and Easter Hat parades.

The support provided to the school by a small but dedicated number of P&C volunteers has been excellent and the funds that they have raised has enabled us to make some wonderful additions to both the classrooms and the playground.

Lastly I would like to thank the staff at Aldavilla, the office and grounds staff, our Learning and Support officers, the teachers, kitchen/garden team and regular canteen volunteers for their dedication and support to the students and each other. It helps make Aldavilla PS a great place to work.

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 – Aldavilla PS

P & C message

What a wonderful and fulfilling year I have had in my first year as President. We have been able to successfully obtain a new executive and things are looking bright for our P&C. I would firstly like to thank our small and dedicated P&C Committee that have all worked tirelessly this year. To all the families that help and support our fundraising efforts as well as all teachers and staff for their ideas and assistance. This help is invaluable and vital in helping students to reach their full potential.

This year we have been very busy and our efforts have raised over $10,000, with such events as weekends spent manning BBQ’s at Bunnings, catering for Lower North Coast Cross Country and combined school Rugby days, raffles and stalls, the ever popular Walkathon and of course the thoroughly entertaining Allstars concert where students put their talents on show and sing, dance and act the night away.

The P&C have used these funds raised to implement and provide all students with a new school hat and might I add they look wonderful. New Sound Towers have been purchased and installed in Home bases 6-8, umbrellas to provide shade for the infant area and new sand for the sand pit.

The P&C continues to operate the school canteen and this has been an area of concern during the year as it has continued to run at a loss. With the formation of a canteen committee we were able to implement a new healthy and fresh menu and by working closely with the Canteen Supervisor profits were able to be turned around and after many meetings it was decided a Canteen Manager be employed 5 days a week to provide consistency to the students and staff. We hope the canteen can continue to work closely with families to provide all students with healthy options that are being made using fresh quality
ingredients on the premises and with the SAKG Program.

Due to my current employment I will be stepping down this year as President and would like to extend a thanks to all the help and support from teachers, staff and committee members throughout the year, I will continue to have an active role in the P&C and best of luck to the new President.

Nat Weismantel - P&C President

Student representative’s message

This year we went to Canberra for the Stage 3 camp. The activities that we did were Questacon, the Mint, Australian Parliament House, Indonesian Embassy, the National Museum and the National Art Gallery. It was a load of fun.

People from our school were involved in dancing, rugby, netball, cricket and soccer. Also other students were involved in debating, spelling bee, science challenge, public speaking and the sports challenge.

Gardening has been a great success this year with Miss Kay at the start of the year and Ben at the end of the year. Mr West also has helped with the work that has needed to be done around the school. Mrs Dufty has done an awesome job with the cooking this year. Everyone has had a lot of fun during cooking this year. All the recipes that Mrs Dufty has come up with have been exceptionally delicious.

We would like to thank everybody for having us as Prime Minister and Leader of the Opposition for 2013. It has been a great pleasure. We wish next year’s Parliament the best of luck. We are sure they will do a brilliant job. It has been an enjoyable and memorable year!

Lachie & Kamesha

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
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Student attendance profile

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<thead>
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<th>Year</th>
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<th>2010</th>
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<th>2013</th>
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<tbody>
<tr>
<td>K</td>
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<td>90.1</td>
<td>92.5</td>
<td>94.3</td>
<td>95.1</td>
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<td>92.8</td>
<td>91.0</td>
<td>92.2</td>
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<td>3</td>
<td>92.0</td>
<td>92.0</td>
<td>93.1</td>
<td>93.2</td>
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<td>Total</td>
<td>91.6</td>
<td>90.6</td>
<td>92.3</td>
<td>92.3</td>
<td>92.0</td>
<td>92.4</td>
</tr>
</tbody>
</table>

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 2013:

- Students were encouraged to attend daily and families were regularly contacted with absence information.
- Students with patterns of non-attendance were monitored by the school learning support team.
- Class teachers and executive staff liaise with parents of students with frequent 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.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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 Teacher(s)</td>
<td>8.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian/Relief Teacher</td>
<td>1.562</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>17.482</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

An Aboriginal Education Worker is employed for 25 hours a week to support students and staff.

An additional temporary Aboriginal Education Worker is employed for 2 targeted Aboriginal Programs – Norta Norta and Wambinya Early Years.

**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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>12%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>172360.39</td>
</tr>
<tr>
<td>Global funds</td>
<td>154371.15</td>
</tr>
</tbody>
</table>

| Tied funds            | 313116.97 |
| School & community sources | 75104.99 |
| Interest              | 5896.42   |
| Trust receipts        | 8246.00   |
| Canteen               | 0.00      |
| Total income          | 729095.92 |

**Expenditure**

| Teaching & learning                        |            |
| Key learning areas                        | 15269.76   |
| Excursions                                | 41198.20   |
| Extracurricular dissections               | 18424.49   |
| Library                                   | 3441.84    |
| Training & development                    | 3677.40    |
| Tied funds                                | 298681.10  |
| Casual relief teachers                    | 29134.93   |
| Administration & office                   | 38909.60   |
| School-operated canteen                   | 0.00       |
| Utilities                                 | 41927.58   |
| Maintenance                               | 19085.06   |
| Trust accounts                            | 7108.46    |
| Capital programs                          | 16393.27   |
| Total expenditure                         | 533251.69  |

A full copy of the school’s 2013 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 2013**

**Achievements**

**Arts**

In 2013 students engaged in a variety of Arts activities. 61 students participated in the Southern Network Dance Festival held at Melville High, Kempsey. The students performed Pon De Replay (Junior Girls), Closer (Boys) and Inescapable (Senior Girls). Students also represented the school in Public Speaking and Debating, Impromptu Play and Short Play at the Kempsey Eisteddfod.

Students took part in the MECS spelling Bee, MECS Debating Challenge & the Choir performed at the MECS Music Festival.

The bi-annual All Stars concert showcased the talent and creativity of students and teachers.

Each class presented an item and audiences were thrilled by the variety and skill level of each performance.

Aldavilla’s Got Talent again provided 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.

Kindergarten, Year 1 and Year 2 showcased dances that they had been learning throughout the year for their parents at the K-2 Dance.

**Sport**

2013 has been another busy year in sport at Aldavilla PS. There has been a strong focus on the development of fundamental movement skills from Kindergarten right through to Year 6. This focus has helped students develop a range of movement skills that will benefit them in all types of sporting arenas.

We had teams enter the PSSA state knockout in rugby league, rugby union, boys soccer, netball and boys and girls softball. The rugby league team reached the 3rd round of the knockout. The highlight, though, was the boys and girls softball who both reached the 6th round of the knockout competition.

Students were also involved in Tee Ball and Mod Ball gala days and cricket coaching clinics.

There were 15 standing school records broken at this year’s swimming carnival. 27 students went on to compete at the Macleay Swimming Carnival and 18 students attended LNC swimming Carnival. Josh Hughes and Felina Lindner attended the NC swimming carnival.

Our school athletics carnival was again a huge success. A total of nine standing school records were broken at this year’s athletics carnival. 42 students attended the Macleay Athletics Carnival, 24 students attended the LNC carnival and 5 students attended the NC carnival. Josh H competed at the state championships in the high jump.

A number of students competed at Macleay, LNC and NC trials in a variety of other sports including rugby league, rugby union, soccer, netball and softball. Cloe G made it to the state championships for softball, as did Sam R for rugby union.

As part of our commitment to improving our students swimming capacity and water confidence, the whole school participated in two days of swimming and water confidence prior to the school swimming scheme. 121 students attended the School Swimming Scheme this year. This has seen a marked improvement in participation at our annual swimming carnival.

**Other**

During 2013 students participated in a range of programs. These programs include; NSW Responsible Pet Education, Waterwise Lessons and undertaking a Waterwise audit to update our accreditation as a Waterwise school, Patricia Benard (author) visited the school to share her ‘writing recipe’ with the children and BBCEWE program.

Kindergarten enjoyed their annual Timbertown excursion, travelling by train to Wauchope. Year 1 and Year 2 travelled to South West Rocks to undertake their Dinosaur Dig. Year 2 also spent the night at school for the Year 2 sleepover.
Stage 2 students went down to Tea Gardens for their annual adventure excursion at The Great Aussie Bush Camp.

Stage 3 ventured to Canberra to visit Old Parliament, the War Memorial, Art Gallery, New Parliament, Telstra Tower, Questacon, CSIRO, the snow, the Mint, Indonesian Embassy, National Museum and the AIS.

Year 5 students were involved in Leadership Bootcamp, which focused on the students building skills to lead the school and develop confidence and techniques for public speaking.

Other whole school events included Careers Dress up Day which involved students dressing up as what they want to be when they leave school and members of the community coming into the school to share information about their professions.

Our students also participate in a longitudinal study based on educational aspirations. The school works in partnership with Newcastle University on this project.

**Academic achievements**

**NAPLAN**

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Significant programs and initiatives**

**Aboriginal education**

Aspects of Aboriginal Education continued as part of our whole school plan. Aboriginal perspectives are 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 and North Coast Aboriginal student’s average. Our results are summarised below.

Results for Year 3 Aboriginal students were above both the state and region average in reading, spelling and grammar and punctuation in the 2013 NAPLAN.

Aboriginal students in Year 3 were all below the region and state average in writing. However, the results indicate increased progression of students moving towards the higher bands.

Aboriginal students in Year 3 were all below the region and state average in numeracy. However, the results indicate an increase in the movement of students towards the higher bands.

The overall literacy results for Year 5 Aboriginal students were below both the region and the state average, however, spelling demonstrated an increase in movement towards the top two bands. Numeracy results for Year 5 Aboriginal students were all below both the region and state average.

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 1 and reviewed by staff in Term 3 and 4. Parents were invited to review the plans with their child’s new teacher in week 3 Term 1 and further contact was initiated in term 4 to discuss students’ progress and achievement.

The school was able to access the Norta Norta program and the Wambinya program to provide additional literacy and numeracy support to Aboriginal students across the school.

The school sends a representative to the AECG meetings held each term. Aboriginal students continue their role as Ministers for Aboriginal Affairs in the School Parliament, representing and acting on the interests of Aboriginal and Torres Strait islander students within the school.

NAIDOC Day was once again celebrated at Aldavilla with a guest story teller Uncle John Kelly, who performed at our welcoming Assembly. The day continued with students participating in art and cultural activities, songs and games in classes throughout the day.

Student achievement of personalised learning plan goals was recognised in term two with the
presentation of certificates to Aboriginal students at a school assembly.

The development of the Bush Tucker Garden as part of the Stephanie Alexander Kitchen Garden Project continues with the incorporation of bush tucker foods into the kitchen and garden classes.

Aldavilla Primary continues to seek the support and involvement of the families of Aboriginal students within all aspects of school life. We welcome parent and family participation on any level to enhance the learning outcomes of Aboriginal students.

**Multicultural education**

Aldavilla Primary School maintains a focus on multicultural perspectives across all areas of the curriculum.

Parents and community members from diverse backgrounds are encouraged to participate in all areas of school life.

A key focus for multicultural education has been the links with our community and the link to events within the kitchen/garden program. An excellent example was the Stage 2 study on Morocco, which culminated in them visiting and presenting to the local CWA.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

In 2013 the school continued National Partnerships – LOWSES, which commenced in 2011. The funding provided by this program supports a variety of school initiatives, provides for additional teaching and support staff, enables the purchase of resources to support learning and is integrated into the school plan.

The funding provided by the National partnership is approximately $260,000 and is clearly articulated within the 2013 school plan located on the school web page.

A key focus of the school plan is the employment of a numeracy and literacy leader to provide professional learning for all staff. In 2013, Miss Amanda Thomas fulfilled this key role.

**Stephanie Alexander Kitchen Garden**

We have 11 classrooms, of which 7 classes are involved in the Stephanie Alexander Kitchen Garden Program, which is integrated into the school’s curriculum. This is a fantastic facility promoting our environmental conscience and the paddock to plate concept - growing, harvesting, sharing and preparing fresh seasonal produce from our garden.

Our award winning school (2014 Tidy Town recipient) recently transformed a railway carriage into 4 kitchen workstations with large dining decks and outdoor kitchen. Due to the high volume of students that participate in this program, more garden beds needed to be constructed and a continual supply of dry and perishable goods for the kitchen pantry needs to be established to cater for the 7 fortnightly cooking classes. Our aim and objective is to keep the program cost free and provide the best educational opportunities for all our students and to promote a healthy and sustainable lifestyle for the next generation.

The Stephanie Alexander Kitchen Garden Program is embedded in our school curriculum with a significant investment from the school to establish this sensational railway carriage kitchen and dining area and surrounding garden areas. Sustainability of this hugely successful program is currently our main focus.

- Respect and responsibility
- Our school has continued to implement the Positive Behaviour for Learning program during 2013. This program has engaged staff, students and community members in reviewing the school’s welfare policy and developed strategies to support school core values and rules.
- Aldavilla Primary School promotes the 4Cs as the foundation of its pastoral care. The 4Cs represent the core values of the school: caring, co-operation, courtesy
and commitment. 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.

- Aldavilla Primary School has an incredibly well supported uniform policy.

- In 2013 a new school hat was introduced. 100% of K-5 students are wearing the new school hat daily.

- Increased visual supports and signage has been added around the school to support the teaching and learning around expected behaviours.

- School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff members are divided into teams. Each team is responsible for ensuring all indicators of their portfolio are addressed, evaluate the outcomes and provide recommendations.

- Students, parents & teachers are surveyed on a range of topics relating to satisfaction with the school and school programs.

- A visit by the National School Improvement Team (NSIT). Dean

Sneddon & Glenn Pleasance spent time reviewing the school plan, interviewing staff, students & parent representatives. Feedback provided by the NSIT will be considered in the planning, target setting and program inclusion for the 2014 school plan.

School planning 2012—2014: progress in 2013

School priority 1

Increased levels of literacy achievement for every student.

Outcomes from 2012–2014

Increase the percentage of students above National Minimum Standards (NMS) in 2013 NAPLAN reading from:

- Yr 3 (B3-6) 74.3% (2012) -- 78% (2013),
- Yr 5 (B5-8) 64.6% (2012) -- 70% (2013).

Evidence of progress towards outcomes in 2013:

- 74% of students in Yr 3 achieved above NMS (B3-6) in NAPLAN 2013 reading.
- 78% of students in Yr 5 achieved above NMS (B3-6) in NAPLAN 2013 reading.

Strategies to achieve these outcomes in 2014

- Focus on implementing ‘Read To’ comprehension program K-6. Focusing on quality literature to address comprehension and vocabulary.
- Focus on gaining inferential meaning from a variety of texts utilising here, hidden and head teaching strategies.
- Employ SLSO’s to support the Multi-Lit program for targeted students.
- Increase the Learning and Support Teachers by 0.4 to enable more students to have an intensive support program.

School priority 2

Increased levels of numeracy achievement for every student.

Outcomes from 2012–2014

Increase the percentage of students above National Minimum Standards (NMS) in 2013
Evidence of progress towards outcomes in 2013:

- 64.7% of students in Yr 3 achieved above NMS (B3-6) in NAPLAN 2013 number, patterns & algebra.
- 68.6% of students in Yr 5 achieved above NMS (B3-6) in NAPLAN 2013 number, patterns & algebra.

Strategies to achieve these outcomes in 2014:

- Focus on consistency of Balanced Numeracy Sessions. Including a focus on the complexity of word problems to address the multistep nature of problems.
- Employ SLSO’s to provide support and implementation of Maths Smart as an individual numeracy intervention.

School priority 3

Increased levels of student and community engagement.

Outcomes from 2012–2014

To increase engagement of students K-6 by providing authentic student learning and leadership opportunities measured by comparison to 2012 completion of the Student Wellbeing survey.

Evidence of progress towards outcomes in 2013:

- Kitchen garden has been running effectively for entire 2013 school year.
- An increase in volunteers to the school from the school community to over 60 additional volunteers. The majority of these volunteers have been in the Kitchen program. However we now have 8 garden volunteers.
- Student Wellbeing survey result included; 37.5% students indicated their attendance has improved as a result of the kitchen garden program. 63% of students indicate that their learning has increased in both maths and science.

Strategies to achieve these outcomes in 2014:

- Continue to resource and staff kitchen/garden and Live Life Well program. Develop and implement Environmental Science units for K-6 to complement the kitchen/garden program.
- Maintain the Positive Behaviour for Learning (PBL) program. Develop agreed procedures for consistent student commendations and promote them regularly to the parents and in the local media.
- Continue to provide extension opportunities for students in public speaking and debating. Promote the inclusion of the school parliament in school decision making.

School priority 4

Increased levels of literacy and numeracy achievement for every Aboriginal student.

Outcomes from 2012–2014

Increase the percentage of ATSI students above National Minimum Standard (NMS) in 2013 NAPLAN reading and number, patterns and algebra from in 2012.

- Reading Yr 3 (B3-6) 75% (2012) – 75% (2013), Reading Yr 5 (B5-8) 50% (2012) - 70% (2013).
- Number, patterns and algebra Yr 3 (B3-6) 71.4% (2012) - 75% (2013), Yr 5 (B5-8) 37.5% (2012) - 50% (2013).

Evidence of progress towards outcomes in 2013:

- 2013 NAPLAN Data indicated a decrease in the percentage of Year 5 students in the bottom two bands for reading from 50% in 2012 to 40% in 2013
- 28.6% of students of Year 3 students were placed in the highest two bands for reading in 2013, compared to 25% in 2013.
- 2013 NAPLAN data indicated an increase in the number of students in Year 5 moving from the bottom two bands into the middle 2 bands for Number, Patterns & Algebra from 37.5% to 40%.
• 2013 NAPLAN data indicated that 28.6% of Year 3 students had moved into Band 4 for Number, patterns & Algebra as compared to 0% in 2012.

**Strategies to achieve these outcomes in 2014:**

• Identify an executive staff member from within the school to lead the Aboriginal Education Team. They will support classrooms with the development of culturally appropriate materials and activities and lead the development and implementation of Personalised Learning Plans (PLP) for Aboriginal students. Parents are knowledgeable and active participants in celebrating student’s success in the achievement of the learning plans.

• Provide Aboriginal students working below stage expectations in reading/number with additional targeted support.

**Professional learning**

All staff had equitable access to a variety of professional learning experiences throughout the year. This included: Ipad training, sport coaching courses, National Collection of Students with Disabilities, ESES Modules, NAPLAN analysis, Live Life Well, Best Start, Sentral and mandatory training such as CPR. These enhanced the learning experiences for students.

The establishment of a Literacy/Numeracy Leader provided all staff with in-school professional learning in reading, writing, reading comprehension, balanced numeracy sessions and the new English and mathematics curriculum.

The School Administration Manager, School Administration Officer and General Assistant all received opportunities to attend professional learning relevant to their respective areas.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Background**

Throughout 2013 we sought the opinion of staff, students and parents in a variety of ways. Through surveys, focus groups and seeking individual feedback.

Student wellbeing surveys were conducted in Term 2 and Term 4. In Semester 2, students were asked to provide feedback about the following areas of school life; personalised Learning, engagement with school programs and culture future directions are reported below.

At various times during the year parents were surveyed, focus groups contacted, individual feedback was obtained from some parents about specific programs, learning and support letters were developed to provide and obtain feedback and a survey was conducted of 2013 Kindergarten parents.

Staff were involved in surveys conducted on student engagement, the AITSL 360° profile and the NSIT team interviews.

**Findings and Conclusions**

• Of the students with a PLP – 89% agree that it assists their learning in reading, 79% agree that it assists their performance in maths.

• Over 70% of students believe that their understanding of cooking techniques, food preparation and knowledge of plants and vegetables has increased through participation in the kitchen garden program.

• Eighty three percent of students indicated that they like coming to schools on most days. Further information was obtained from the students who indicated they did not like coming to school on most days. Of those 25 students, 15 indicated that boredom was the reason.
Students were provided with the definition of bullying during the survey process – 64% of students indicated they had not been bullied in that year. Further information was obtained from the students who indicated they had been bullied. Of the 50 students who indicated they had been bullied, 30 of those students had only been bullied on one occasion.

The results from the kindergarten parent survey indicated the following:

- 90% of children have settled in well;
- 90% of parents would be interested in learning more about how they can help their child’s learning at home;
- 100% of parents indicate that their children enjoy going to Aldavilla.

Only a small sample of parents responded to our survey, however of those responses the following statements were obtained and used to influence planning for next year.

- Parents agreed or strongly agreed that their children enjoyed going to school on most days at 85%.
- Parents agreed or strongly agreed that they understand how their children are going socially at 88%.
- Forty-four percent of parents indicated they did not receive sufficient communication between school and home regarding academic progress. This will become a focus for 2014.

All parents agreed that the atmosphere of the school was always friendly and approachable.

Future Directions

Improve the way we ask the questions or structure the survey to enable more accurate feedback to be collected.

Increase the provision of the Rock and Water program as a designated Learning and Support Team referral.

Increase the number of students and classes that access the kitchen garden program.

Investigate ways to improve the link between classroom-based learning and the kitchen garden program with a particular emphasis on the science curriculum.

Improve communication about school in general with a school app, improve the currency of the information on the school website and add additional parenting information to the school newsletter and website.

Continue to support kindergarten transition activities and the additional support provided by our liaison officers.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: