Messages

Principal’s message

2011 finalises our involvement in the National Partnerships Numeracy program, this program has been established at an extremely high standard thanks to the work from Miss Thomas and Mrs Staunton (Regional Maths Consultant). It was only made possible by the generosity and professionalism of our staff to support and work with each other, to open their classrooms and their teaching practice to very formal observation and evaluation. Whilst challenging at first, the difference it has made in our shared ability to teach maths and support students in their achievements has been staggering.

However, we will continue our involvement with the National Partnerships LOW SES Program for 3 more years. The LOW SES program will change the focus of the school towards literacy and we will commence a similar journey to the one undertaken in 2010-11 with numeracy. We will appoint a literacy leader and provide additional in-class support for teachers to undertake professional learning across a range of programs. We will continue with our involvement in Best Start and L3 and introduce a new program 3-6 Focus on Reading to support the development and improvement of reading comprehension.

Our school community has embraced the concept of the Stephanie Alexander Kitchen Garden project and we are currently working towards having our kitchen complete and operational by June next year. To do this we will be asking for support from our families across a range of areas; to donate kitchen equipment, assist with the garden and support the concept of “growing, harvesting, preparing, sharing”.

A quick summary of the year shows that we continue striving to achieve in various fields;

- 2nd in the Macleay athletics Carnival which is the most significant achievement by the school in its short sports history.
- MECS Spelling bee winners
- Rotary science challenge
- Premiers Debating, Spelling and Sporting challenges
- Inter-school and PSSA sports
- New classrooms and the hall refurbishment
- New gardens are being established
- Our first arts day and we opened the Aldavilla art gallery
- Students completed leadership, environmental and dance festival programs
- Mrs Johnston and Mrs Beckwith received awards at the Annual Macleay Teacher Awards

We are fast approaching the 20 year reunion next year which will hopefully coincide with the opening of the new kitchen garden program in the train carriage and our magnificent P&C are planning to host a fete style open day to celebrate the event.

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 message

The school has an active Parents & Citizens Association (P&C) which conducts several major fundraisers during the year. In 2011 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, a significant achievement in a school our size.

The committee recognized the achievement of the students with the annual book prizes and committed to financially support the exciting new project – Stephanie Alexander Kitchen Garden.

During 2012 a major goal for the P&C will be to increase the number of parents who attend meetings, obtain a new executive committee and investigate ways of making it easier for parents to attend meetings. The P&C will trial various times
for meetings and utilise child care to encourage parents to attend.

Mrs Sharon Glover - President

Student representative’s message

This year we had a ton of fun getting ready and preparing for high school. Our parliament had a very successful year with everyone carrying out their duties to the best of their abilities. Our excursion to Canberra was the highlight of the year with lots of laughter and excitement. We visited the snow, museums and the Australian Institute of Sport.

From success in cricket and soccer to swimming and athletics, everyone has tried their best and had a lot of fun. The athletics and swimming carnivals were terrific with Yarzi taking out both titles. We had many students make it into the North Coast team which shows how well Aldavilla has improved in sport over the years.

We had lots of opportunities from debating and drama to dance and had a great time with learning how to cook and grow our own food in the garden. Parliament has introduced a new portfolio for next year and we will have a minister for Aboriginal Affairs.

Katie McMillan – Prime Minister and Nick Wright – Leader of the Opposition

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
<td>124</td>
<td>129</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td>Female</td>
<td>127</td>
<td>121</td>
<td>114</td>
<td>110</td>
<td>109</td>
</tr>
</tbody>
</table>

In 2011 the school had 240 students from 178 families. Of these students 18.4% identified as Aboriginal and 12.5% are on the Integration Funding Support Program.

In 2012 the school expects to enroll 40 Kindergarten students and the total enrolment will be approximately 253 students.

Student attendance profile

![Student attendance rates](image)

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 2011:

- 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.
- 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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes
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 5 years with 1 of those teachers being a targeted graduate and two Assistant Principals in their first promotions position. Four teachers have indicated that they will retire in the next 1-3 year period.

National Partnerships funding has been used for additional staffing positions which are filled with temporary appointments.

**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>81.2%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18.8%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>170871.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>157155.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>429018.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62038.43</td>
</tr>
<tr>
<td>Interest</td>
<td>10582.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7618.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>837284.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>16038.85</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36061.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>18597.53</td>
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<tr>
<td>Extracurricular dissections</td>
<td>4305.79</td>
</tr>
<tr>
<td>Library</td>
<td>370744.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7409.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42018.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>22760.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>46461.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33986.41</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23629.51</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6256.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12045.45</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>598298.01</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>238986.14</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

In 2011 students engaged in a variety of Arts activities. Participating in the Southern Network Dance Festival. Students from Year 2-6 contributed to two performances Fireworks and Forever. With 6 senior boys creating a highlight to the performances held at Melville HS. Aldavilla students were also 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. Each class presented an item and audiences were thrilled by the variety and skill level of each performance which was held for the first time at Kempsey High School.

Our Aldavilla’s Got Talent 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.

Stage 1 and Stage 3 choirs merged together for an end of year carols by candlelight concert at Kempsey Racecourse. Audiences were delighted by the performances of 2 traditional carols.

**Sport**

During 2011 many sporting activities were undertaken by students at Aldavilla. At a school level Year 2 (8 year olds) to Year 6 participated in the annual swimming carnival. At this carnival 8 standing school records were broken. Kindergarten to Year 6 participated in the annual cross country and the athletics carnival. At the athletics carnival a record 14 standing school records were broken.

Seven teams were entered in the PSSA knockout; boys and girls softball, boys and girls soccer, cricket, rugby union and netball. The boys softball team and the boys soccer team progressed to the 5th round of their respective competitions, which was a great achievement.

Throughout the year students represented the school in a variety of sporting trials such as swimming, cross country, soccer, cricket, rugby league, rugby union, AFL, athletics, netball and softball. 84 students gained selection in Macleay PSSA squads to attend Lower North Coast trials and 20 of these students proceeded to North Coast trials. Georgia Ayres (cricket) and Nicholas Wright (soccer) gained selection in North Coast teams to compete at the State carnival.

At the Macleay athletics carnival Aldavilla achieved overall runners up champion school which is an outstanding achievement. At this carnival 3 students achieved age champion in their respective age groups, Josh Hughes (Junior Boy), Jake Davison (11 Years Boy) and Clayton Dries (Senior Boy).

Many students had opportunities to participate in gala days that focused on promoting enjoyment, teamwork, skill development and trying something new. Aldavilla students participated in the Girls footy festival, Super 8s cricket and 5 a side soccer. Development officers also attended the school to provide these opportunities for students in rugby union, rugby league, cricket, soccer and little athletics.

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, in which 112 students attended. This has seen a marked improvement in participation at our annual school swimming carnival and swimming for sport.

During 2011 Aldavilla participated in a trial interschool sports afternoon with Kempsey East.
Rugby, Oztag and netball were played on the day. The staff and students thoroughly enjoyed this interaction.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

In 2011, 35 Year 3 students sat NAPLAN. In reading 31% of students were placed in Band 5 and 6 compared to state with 47%. This result was comparable to the SEG (School Education Group) with 32% and exceeded the SSG (Similar School Group) with 25%. Although the trend data identifies our results are below state average, our school data has shown significant upward trend in reading in 2011 compared to the previous 2 years.

In writing 60% of students were placed in the top 3 bands compared to the state with 82%. This result was comparable to the SSG with 60% and just below the SEG with 69%.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>386.9</td>
<td>376.4</td>
<td>415.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>22.8</td>
<td>38.9</td>
<td>25.0</td>
<td>11.1</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>5.9</td>
<td>24.3</td>
<td>31.6</td>
<td>23.5</td>
<td>10.3</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>6.4</td>
<td>20.5</td>
<td>27.2</td>
<td>27.6</td>
<td>12.6</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>3.5</td>
<td>13.6</td>
<td>20.8</td>
<td>25.7</td>
<td>20.0</td>
<td>16.4</td>
<td></td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

In 2011, 11% of students were placed in Band 5 and 6 compared to state with 40%. No students were placed in the lowest band. Although the trend data identifies our results are below state average, our school data has show significant upward trend in numeracy in 2011 compared to the previous year.

In data, measurement, space and geometry 23% of students were placed in Bands 5 and 6. This is a significant improvement from 2% in 2010. In number, patterns and algebra 9% of students were placed in the highest 2 bands.

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>365.4</td>
<td>367.9</td>
<td>400.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>22.8</td>
<td>38.9</td>
<td>25.0</td>
<td>11.1</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>5.9</td>
<td>24.3</td>
<td>31.6</td>
<td>23.5</td>
<td>10.3</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>6.4</td>
<td>20.5</td>
<td>27.2</td>
<td>27.6</td>
<td>12.6</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>3.5</td>
<td>13.6</td>
<td>20.8</td>
<td>25.7</td>
<td>20.0</td>
<td>16.4</td>
<td></td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 5

In 2011, 21 Year 5 students sat NAPLAN. In reading 14% of students were placed in Band 5 and 6 compared to state with 35%. This result was below the SEG (School Education Group) with 28% and comparable to the SSG (Similar School Group) with 17%.

In writing 19% of students were placed in the top 3 bands compared to the state with 57%.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>441.1</td>
<td>451.5</td>
<td>489.0</td>
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<table>
<thead>
<tr>
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<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>14.3</td>
<td>23.8</td>
<td>33.3</td>
<td>14.3</td>
<td>14.3</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>13.7</td>
<td>22.1</td>
<td>32.1</td>
<td>15.3</td>
<td>8.4</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>17.8</td>
<td>18.8</td>
<td>31.6</td>
<td>14.8</td>
<td>9.8</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>8.8</td>
<td>12.6</td>
<td>27.0</td>
<td>19.9</td>
<td>17.5</td>
<td>14.3</td>
<td></td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

In 2011, 10% of students were placed in Band 5 and 6 compared to state with 29%. 50% of students were placed in Band 3 and 4 compared to state with 57%.

In data, measurement, space and geometry 35% of students were placed in Bands 4, 5 and 6 compared to state with 61%. In number, patterns
and algebra 50% of students were placed in the highest 3 bands compared to state with 61%.

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>454.4</td>
<td>459.0</td>
<td>495.9</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

School Average 2008-2011 | 11.6 27.9 24.0 28.7 4.7 3.1 |
SSG % in Band 2011 | 9.7 19.0 35.5 23.5 7.1 5.2 |
State DEC % in Band 2011 | 5.0 11.3 28.8 27.6 12.4 14.8 |

Progress in literacy

The Year 5 students that sat NAPLAN when they were in Year 3 (2009) have their data matched to make comparisons in growth. In 2011, 21 students were able to be matched. 23.8% of these students made expected growth or better in reading, 42.9% made expected growth or better in spelling and 28.6% made expected growth or better in grammar and punctuation. Due to changes in marking criteria, growth data is unavailable for writing.

Progress in numeracy

In 2011, 20 Year 5 students were able to be matched from when they sat NAPLAN in Year 3 (2009). 30% of these students made expected growth or better in numeracy.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</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 and North Coast Aboriginal student’s average. Our results are summarised below.

Numeracy results for Year 3 Aboriginal students were below both the state and region average in the 2011 NAPLAN. Literacy results for Year 3 Aboriginal students were all below the state average. However, the results for the strand of grammar and punctuation was better than region but below state average.

The overall literacy results for Year 5 Aboriginal students were below both the region and the state mean. Numeracy results for Year 5 Aboriginal students were all slightly below both the region and state mean. However, the results for the strand of data, measurement, space and Geometry was marginally better than both 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 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 completed the Dare to Lead snapshot survey process. These results are reported in the key evaluation section of this document.

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

- Our school is implementing the Positive Behaviour for Learning program during 2011-12 and beyond. This program will focus staff, students and community onto specific understanding of our core values and develop a process that enables behaviors to be modeled and taught across all school settings.

- Aldavilla PS promotes the 4C’s as the foundation of its pastoral care. The 4C’s are 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 2011 the number of students reaching gold level was___ students compared to 94 students in 2010. These students have been recognised with a gold keyring to use 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 2011 the school continued National Partnerships – Numeracy which commenced in 2010. This program involved the appointment of a school numeracy leader supported by regional staff to implement a whole school program - TOWN (Taking off with Numeracy) and an individual student intervention - QuickSmart.

Miss Amanda Thomas assumed the role of numeracy leader.

During this process the staff were involved in a range of professional learning with a focus on number. This professional learning was conducted through in-school lesson studies, stage and whole school planning sessions. The numeracy continuum, differentiation of learning activities and quality teaching were the targeted areas to improve student outcomes.

In 2010 staff were surveyed on areas of understanding, use of data, planning, programming and teaching and directions of numeracy. In 2011 the staff were surveyed again and the following growth in professional learning and understanding of students needs are highlighted by the results.

More staff have a deeper understanding of the K-6 Mathematics syllabus and are confident in implementing the content.

More staff implemented a range of strategies to explicitly address their students numeracy needs and explicitly teach problem solving strategies.

More staff provided a variety of ways for students to demonstrate their understanding and give explicit feedback to students in regards to how they are doing and how they can improve their numeracy skills.

During 2010 students in Years 3-5 participated in National Partnerships testing in Term 1 and 3. In 2011 students in Years 4-6 participated in this testing in Term 3. The results are reported in similar bands to the NAPLAN results to allow comparisons. The analysis of those results are summarised below.

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 6.25 compared to the control group of 3.83.
- All teachers reported anecdotally on the increased self-confidence and participation in maths sessions by all QuickSmart students.

Progress on 2011 targets

Target 1

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

Our achievements include:

- Increased the percentage of students at proficiency level in the Year 3 NAPLAN from 27% in 2010 to 31% in 2011.
- Increased the percentage of students at proficiency level in the Year 5 NAPLAN from 9% in 2010 to 14% in 2011.
Target 2

*Improve student performance in writing evidenced by an increasing percentage of students meeting proficient standards.*

Our achievements include:

- Increased the percentage of students at proficiency level in the Year 3 NAPLAN from 27% in 2010 to 29% in 2011.

Target 3

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

Our achievements include:

- Increased the percentage of students at proficiency level in the Year 3 NAPLAN from 3% in 2010 to 11% in 2011.

Target 4

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

Our achievements include:

- 20% of ATSI students in Year 5 achieved proficiency level in 2011 NAPLAN Reading
- 17% of ATSI students in Year 3 achieved proficiency level in 2011 NAPLAN Reading
- 0% of ATSI students in Year 3 achieved proficiency level in 2011 NAPLAN Numeracy
- 20% of ATSI students in Year 5 achieved proficiency level in 2011 NAPLAN Numeracy
- 0% of ATSI students in Year 5 achieved proficiency level in 2011 NAPLAN writing.
- 0% of ATSI students in Year 3 achieved proficiency level in 2011 NAPLAN writing

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 2011 our school carried out evaluations of Aboriginal education and an online literacy program.

Educational and management practice

Aboriginal Education

**Background**

*Dare to Lead* is a project run by Principals Australia Inc and funded by the Commonwealth Department of Education, Employment and Workplace Relations. The project provides support for Principals endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and to improve the curriculum across all schools about traditional and contemporary history and culture.

*Dare to Lead* was invited to complete an external, independent review of Aboriginal and Torres Strait Islander Education in the school.

The Snapshot of Aboriginal and Torres Strait Islander Education conducted at Aldavilla PS included interviews with staff, Aboriginal and/or Torres Strait Islander and non-indigenous students, Aboriginal and/or Torres Strait Islander and non-Aboriginal parents, Aboriginal and/or Torres Strait Islander employees and school executive. A brief school data review was also completed.

The question sets were recommended by *Dare to Lead* staff and have been used successfully in other settings. The review team acknowledges the support given by all staff and students, the hospitality and professional environment that the review was conducted within.

**Findings and conclusions**

The review team consisted of:

Mr Ian Nebauer (*Dare to Lead Coordinator*) and Mr Peter O’Beirne (*Dare to Lead Coordinator*)

Interviews were held with the following:

- Aboriginal and/or Torres Strait Islander students – 11
- Non-Indigenous students – 6
- Classroom Teachers -6
- Aboriginal and/or Torres Strait Islander employees – 2
Aboriginal and/or Torres Strait Islander Community members – 2  
School senior executive members – 4  
School Clerical staff – 3  
School Student support officers – 3  
Non-Aboriginal Parents – 3  

In broad terms, Aboriginal students at Aldavilla PS are achieving at significantly lower overall in aspects of Year 3-5 literacy and Year 3-5 numeracy when compared to all students in the state over successive years (2008-2011).

Overall there is relatively little difference between the attendance rates of Aboriginal and non-Aboriginal students.

Future directions

The review was a very comprehensive snapshot of Aboriginal education at our school. Some of the recommendations have been implemented already. The Aboriginal Education team will be reviewing all of the recommendations and developing priorities for the school for this year and the remaining cycle of the 2011-2014 planning cycle.

Some of the key issues are expanded on below:

- Many stakeholders and the Snapshot team felt the physical environment and teaching facilities at Aldavilla PS are very conducive for learning.
- Individualised learning plans have been developed for all Aboriginal students
- It is commendable that an Aboriginal student at APS delivers Welcome to Country in Dunghutti language.
- The school is developing a culture where data analysis is driving school improvement. This was particularly evidenced well in the TOWN program.

Areas where a specific need was identified are listed below:

- Assign the task for monitoring the PLP process, procedures and format to the Aboriginal Education Team
- Consider creating a position on staff for an Aboriginal person in whom a major part of their role would be to improve engagement of the APS Aboriginal parents and Kempsey Aboriginal community.

- The transition of students could be done more effectively and that Aboriginal students and their families could be better supported in their connection with Aldavilla Public School.

Curriculum

LEXIA – Online reading and literacy program

Background

This year we conducted an evaluation of the LEXIA online reading program. We used NP LOWSES funds to upgrade our version of the software and purchase additional site licences and then paid an annual licence fee.

LEXIA reading is most effective when:

- Students meet the recommended frequency and duration of use i.e. core instruction twice a week (approximately 45 min)
- Individual students may also require supplemental instruction or intensive intervention.

When students participate for the first time they complete an automatic placement test, which places them at the appropriate level as suggested by the accuracy of their responses.

Students log on to LEXIA with an individual password which collates their personal responses in regard to accuracy, time taken to complete activities and total weekly time on the program. As students complete the activities they get feedback on their accuracy. If they complete an activity with less than 3 errors they progress through to the next activity. Completion of a set of 10 activities enables students to progress through to the next level. The system generates certificates for students who complete levels and these are celebrated weekly at assembly. Parents can also contact the school to enable access from the home computer.
Findings and conclusions

Staff and students were surveyed about the program and a PMI was conducted with staff and with groups of students.

The issues we wanted feedback on involved:

- Cohort issues girls, boys, ATSI, IFS
- The time it takes to implement the program
- Student results and/or correlation with the program
- Engagement at different age groups e.g. LEXIA compared to study ladder
- What is good about the feedback within the program and from the certificates
- Boys vs girls feedback
- Sense of achievement or satisfaction from the program
- Do they think it has helped them with their learning?

Future directions

1. Continue using LEXIA to support students on ILPs, PLPs and by teachers who consider the program useful as a whole class or reading group activity.
2. That the school reduce its site licence purchase to 30 licences to enable whole class usage in the lab or multiple class usage during reading groups. Enabling us to further reduce these purchases as alternatives become available.
3. Redirect Judy W’s role to alternate program and remove additional funding.
4. Re-introduce Cross trainer to students (IFS,STLA, LD) using the program as part of their individual learning plans. (as supported by SLSO’s – perhaps timetable for library /computers)
5. Investigate and trial programs with more engagement for;
   a. Stage 3 students in general
   b. Advanced reading students in any stage e.g. 30+

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Throughout the year the school has conducted a number of face to face and telephone surveys to obtain information from parents. We have used focus groups successfully as part of National Partnerships and the Dare to Lead snapshot.

In general the feedback from parents and students is positive about the school, the opportunities that exist and the behavioral culture. However the areas that will need closer examination include:

- Cultural acknowledgement for Aboriginal students.
- An increased focus on transition of Aboriginal students from Greenhill PS in Year 5.
- An increased focus on the transition of all students from pre-school – kindergarten.
- More effective techniques and strategies to engage parents and the wider community.
- Processes to inform the community and obtain feedback from them are reviewed and streamlined.

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:

- Anaphylaxis awareness training, participating in training to become an Asthma friendly school.
- 100% of staff attended combined training with other Macleay Educational Community of schools, with DET representatives from DET Legal Directorate.

The average expenditure per teacher on professional learning is approximately $2800.
School Development Days (SDD)

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School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased levels of literacy achievement for every student.

2012 Targets to achieve this outcome include:

Increase the percentage of students at or above proficiency in 2012 NAPLAN reading from:


Strategies to achieve these targets include:

- Identify and train staff members as an L3 and Focus on Reading 3-6 (FR3-6) facilitator to support improvement in literacy.
- Identify and train a Literacy leader from within the school to support teachers in classrooms with student data analysis, mentor teachers, team teach literacy.
- Ensure that teachers’ individual PL plans include a specific focus on improving outcomes for Aboriginal students.

School priority 2

Outcome for 2012–2014

Increased levels of numeracy achievement for every student.

2012 Targets to achieve this outcome include:

Increase the percentage of students at or above proficiency in 2012 NAPLAN numeracy from:


Strategies to achieve these targets include:

- Employ SLSO Staff to provide support and implementation of QuickSmart as an individual numeracy intervention.
- Staff participation in professional learning opportunities that develop numeracy expertise.

School priority 3

Increased levels of student and community engagement

Outcome for 2012–2014

Staff engage in ongoing and effective communication in partnership with the school community.

Improved social and emotional well-being and skills for life for every student.

2012 Targets to achieve this outcome include:

To increase engagement of students K-6 through the delivery of quality teaching and learning and provision of authentic student learning and leadership opportunities measured by comparison of 2011 NP Numeracy, PBL and Dare to Lead student focus group surveys to 2012 completion of the same surveys.

A functioning Stephanie Alexander Kitchen Garden explicitly linked to the curriculum.

An effective and authentic student parliament. Positive and realistic community engagement by a more diverse group of parents than the 2011 P&C membership.

Strategies to achieve these targets include:

- Implement the Positive Behaviour for Learning (PBL) program.
• Provide professional learning for executive members and teachers to create and drive whole-of-school initiatives around student wellbeing and feedback.
• Offer ‘parent education’ classes on a range of issues to help parents and carers engage more fully with their child’s learning at school and at home.

**School priority 4**

**Outcome for 2012–2014**

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

**2012 Targets to achieve this outcome include:**

Increase the percentage of ATSI students at or above proficiency in 2012 NAPLAN reading and numeracy from in 2011.

- Numeracy Yr 3 (2011) 0% - 15% (2012), Reading Yr 3 (2011) 17% - 30% (2012),

**Strategies to achieve these targets include:**

- Parents are advised of the teaching and learning their students are undertaking and get regular updates.
- Parents are knowledgeable and active participants in celebrating student’s success in the achievement of the learning plans.
- Develop, implement and evaluate transition programs that are culturally inclusive and meet the needs of Aboriginal children and their families.

**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
Deb Morris – Macleay AECG
Sarah Surma – P&C
Madonna Stokes – P&C

Natalie Weismantel – P&C
Anna Chapman - Parent
Amanda Harvey – Teacher
Amanda Thomas – Assistant Principal (r)
Karen Kemsley - Assistant Principal
Kathryn McNee - Assistant Principal

**School contact information**

Aldavilla Primary School
Sherwood Road, Kempsey NSW 2440
Ph: 02 65631141
Fax: 02 65627506
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: