Messages

Principal’s message
Throughout 2012 I have been continually amazed by the capacity of our staff and parents to provide the multitude of opportunities that our students participate in. Every year we try and find the balance between doing lots of great things and doing too much. Hopefully you’ll agree that we got it right. Our term planner advises parents of upcoming events assisting with planning for the term. Reminders are then sent home in the newsletter, by SMS and placed on the school sign.

Students were exposed to some new activities this year and participated in Music-a-Viva for the first time in recent years, had visits from the CSIRO Science show and participated in the MECS Chess competition. We worked really closely with the P&C to hold the Spring Spectacular Fete and the overwhelming feedback was positive and planning has already commenced to hold another fete in 2014.

Our student successes have continued to improve with our results in both athletics and swimming increasing as more children become proficient in these activities. Once again we held whole school swimming programs and had over 120 students attend the 2 weeks of intensive swimming. Several students attended zone and regional carnivals and Josh and Clayton went to state for athletics.

During the year we have seen 2 of our longstanding staff members retire and would like to acknowledge the contributions to our school over many years that were made by Ms Marsh and Mrs Bailey. Ms Marsh was nominated by the staff for a MECS Teacher’s Award and received this at the Spring into Art awards night. Miss Kristina Giorgi joined our staff as one of our Assistant Principals.

We have continued the development of the links with the other schools in our Macleay Education Community of Schools (MECS) joining in with the music and dance festivals, chess, public speaking and debating competitions, spelling bee and Y- Lead – Student leadership programs. Our staff also work closely with several other schools developing their skills in the areas of curriculum and teaching to enhance the support we can provide to our students.

Our kitchen is finally finished and looks amazing. The garden has absolutely bloomed and is engaging the kids daily with weeding, harvesting, planting and watering. Each class will participate in some activities this year with the program commencing formally next year. Most classes will access the program next year on a fortnightly basis and with the younger classes getting several opportunities throughout the year.

It has been a very complex and lengthy process to complete the kitchen and one that would not have been possible without the amazing support from our school families, the P&C and the Kempsey community. I am looking forward to the Kitchen Garden program blooming into success for our students in years to come.

David Munday
Principal – Aldavilla PS

P & C and/or School Council message
This will be my final report as P&C president. I will not be undertaking any further positions on the P & C as my girls are in their last year of school. I am extremely proud of the number of things our P&C has achieved over the last ten years including: the building of the hall awning; installation of new computers; air conditioning in
every classroom; introduction of our new shirts; lighting and sound upgrades in hall; the Stephanie Alexander Kitchen Garden; successfully catering for All Stars each year and our 2012 Fete.

Finally I wish the P & C good luck in 2013 and I’m confident that the school, with the support of the P&C, will continue to provide quality education for students. Thank you to David Munday and Gaye Dufty, Teachers, Sonya Young, Maria Pymont and the office ladies for your support over the last ten years.

Amanda Haywood

P&C President

Student representative’s message

This year we went to the Lake Ainsworth Camp and we did archery, rock-climbing and bush cooking. It was great fun.

Teams from our school were in cricket, dancing, netball, soccer and rugby. Some students were involved with public speaking, debating, spelling bee and the science challenge.

Gardening classes started and at the end of the year cooking classes. The cooking and the gardening classes were great. We are looking forward to doing cooking and gardening full time next year for seven classes.

We can’t wait to get involved in parliament with our ideas for the school in our roles as Prime Minister and Leader of the Opposition for 2013, particularly with our upcoming trip to Canberra and the Australian Parliament house.

Lachlan Ayres and Kamesha Stanley

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>129</td>
<td>131</td>
<td>131</td>
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<tr>
<td>Female</td>
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<td>114</td>
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Student attendance profile

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<tr>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>92.6</td>
<td>90.1</td>
<td>92.5</td>
<td>94.3</td>
<td></td>
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<tr>
<td>1</td>
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<td>89.8</td>
<td>91.6</td>
<td></td>
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<tr>
<td>2</td>
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<td>92.0</td>
<td>92.8</td>
<td>91.0</td>
<td></td>
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<tr>
<td>3</td>
<td>92.0</td>
<td>92.0</td>
<td>93.1</td>
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<td>4</td>
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<td>93.2</td>
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<tr>
<td>6</td>
<td>89.5</td>
<td>90.9</td>
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<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.6</td>
<td>90.6</td>
<td>92.3</td>
<td>92.3</td>
<td>92.0</td>
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</table>

Management of non-attendance

Enrolments

Students

Management of non-attendance

Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012
<table>
<thead>
<tr>
<th></th>
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Student enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Female</td>
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</tbody>
</table>
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 2012:

- 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.

**Staff information**

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

**Staff establishment**

<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 Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian / Relief Teacher</td>
<td>1.72</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.622</td>
</tr>
<tr>
<td>Total</td>
<td>17.062</td>
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</tbody>
</table>

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

An Aboriginal Education Worker is employed for 20 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.

**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 5 years with 1 of those teachers being a targeted graduate and two Assistant Principals in their first promotions position. An additional 2 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>81.8</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18.2</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>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$238986.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>159957.34</td>
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<tr>
<td>Tied funds</td>
<td>337505.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>68822.01</td>
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<tr>
<td>Interest</td>
<td>10813.47</td>
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<tr>
<td>Trust receipts</td>
<td>6289.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$822374.10</td>
</tr>
</tbody>
</table>

| **Expenditure**           |                      |
| Teaching & learning       |                      |
| Key learning areas        | $16941.54            |
| Excursions                | $30246.65            |
| Extracurricular dissections| $24180.54            |
| Library                   | $2491.90             |
| Training & development    | $10867.51            |
| Tied funds                | $398324.43           |
| Casual relief teachers    | $24851.20            |
| Administration & office   | $50359.21            |
| School-operated canteen   | 0.00                 |
| Utilities                 | $36952.70            |
Maintenance 14440.35
Trust accounts 7800.75
Capital programs 32556.93
Total expenditure 650013.71
Balance carried forward 172360.39

A full copy of the school’s 2012 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 2012

Achievements

Arts

In 2012 students engaged in a variety of Arts activities. 39 students participated in the Southern Network Dance Festival from Years 3 – 6. The students contributed to two performances Pokerface (girls group) and Fight For You (boys group). The performance was held at Camden Haven High School. Aldavilla students were also represented in dramatic and public speaking events at the Kempsey Eisteddfod. One student was selected for the MECS dance ensemble in 2012.

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 and drama.

The Stage 3 choir joined the MECS massed choir to sing a repertoire of songs at the Macleay Music Festival. The Stage 1 and Stage 3 choirs performed at the carols by candlelight concert at the Kempsey Showground.

Sport

During 2012 many sporting activities were undertaken by students at Aldavilla PS. At a school level Year 2 (8 year olds) to Year 6 participated in the annual swimming carnival.

All students participate in the Cross Country and Athletics carnival. These events provide a pathway for many of our students into representative sport. This year two students competed at State level in Athletics and one at State level in Cross Country.

Several teams were entered into PSSA knockout competitions: boys and girls soccer and softball, cricket, rugby union and netball.

Throughout the year students represented the school in a variety of sporting trials and gala days, including: soccer, cricket, rugby league, rugby union, AFL, netball and softball.

One student represented at NC softball.

Other

Students participated in a NSW Responsible Pet Education program. Year 6 students hosted Parliament every fortnight. Parliamentarians attended the Impact Leadership Day. Students have continued the 200 night reading scheme in 2012.

The Lake Ainsworth excursion and Great Aussie Bush Camp 2012 was a great success for all students who learnt about many outdoor pursuits, and took part in a variety of new and exciting activities.

Kindergarten attended Timbertown travelling to Wauchope by train and Year 1 and 2 visited the
local museum. Year 2 also attended the Year 2 Sleepover at the school.

Students also participated in Harmony Day, Easter Hat Parade and Book Week Parade.

**Academic**

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

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 2012 NAPLAN.

Literacy results for Year 3 were also below state and region average with the exception of reading. Year 3 reading results were above state and region average.

The overall literacy results for Year 5 Aboriginal students were below the region and state mean for all aspects. Numeracy results for Year 5 Aboriginal students were all below both the region and state mean.

Aboriginal student learning outcomes were supported by the continuing temporary appointment of an 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 Terms 3 and 4. Parents were invited to review the plans with their child’s new teacher in week 3 Term 1.

The school was able to access the Norta Norta program and the Wambinya program to provide additional literacy and numeracy support to Aboriginal students who met the specified criteria.

The school sends a representative to the AECG meetings held each term. The signing of the education agreement between the AECG and all local area schools was a significant milestone in the AECG and school calendar. The Principal, Mr David Munday, signed the Agreement on behalf of all staff and students at Aldavilla Primary School.

As a result of the Dare to Lead School Snapshot Survey, the first Ministers for Aboriginal Affairs were elected to the School Parliament.

Aboriginal students took part in the Aboriginal Reconciliation Day walk through West Kempsey and attended a ceremony outside Kempsey Library and Council Chambers.
NAIDOC Day was once again celebrated at Aldavilla with a guest story teller Uncle John Kelly, who performed a smoking ceremony at our welcoming Assembly. Art, culture, songs and games then continued in classes throughout the day. The opening of the Stephanie Alexander Kitchen in the train was also celebrated with a traditional welcome and smoking ceremony by Uncle John Kelly.

The first meeting of all Aboriginal and Torres Strait Islander students was held in the library to discuss the specific needs and issues pertaining to those students. Positive feedback from parents and students indicated a desire for this to be a regular event in the school calendar.

**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.

**National Partnership LOWSES 2011-2014**

In 2012 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 will fulfil this key role.

**Stephanie Alexander Garden Kitchen**

The kitchen garden program has been established to engage parents and in particular reluctant parents who have not actively participated in school activities in prior years. Training has commenced for volunteers to assist in the kitchen. The training days held this year have not taken place in the kitchen due to incompletion of the building program. They have been organised by the kitchen specialist and have taken place in classrooms and the school hall.

In our initial planning we had expected to continue expanding our relationships with Durri AMS and University of Newcastle focusing on our prior relationships around health and diabetes prevention. However, as we started implementing the SAKG program there were some management developments at Durri, our focus shifted.

We established partnerships with NC TAFE – Kempsey Campus resulting in some significant benefits for the school and wider community. We successfully tendered for a Permaculture course to be conducted on our site resulting in 12 community members attending Aldavilla PS weekly to complete their practical course work. We now have permaculture established garden beds in several areas of the school as an ongoing project for the Stage 3 classes.

Stage 3 students have developed significant learning opportunities engaging with the permaculture class members and their ongoing ownership of the new garden beds.

Of the 12 adults who completed the course 4 have volunteered to help with our garden project and 2 were existing parents of Aldavilla students who now support individual classes in learning opportunities within this exciting program.

An additional partnership was formed with VERTO an accredited training organisation who were able to access 12 trainees to build several large garden beds within the school. This has enabled our garden classes to commence in Term 3.
Respect and responsibility

Our school has implemented the Positive Behaviour for Learning program during 2012. 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.
- Increased visual supports and signage has been added around the school to support the teaching and learning around expected behaviours.

Increased levels of literacy achievement for every student.

Our achievements include:
- 23% of students in Yr 3 achieved proficiency in 2012 NAPLAN Reading.

Target 2

Increased levels of numeracy achievement for every student.

Our achievements include:
- 16% of Year 3 students achieved proficiency in 2012 NAPLAN Numeracy.

Target 3

Increased levels of student and community engagement.

Our achievements include:
- Students responded to a range of questions in the student well-being survey on bullying, safety, teaching and learning and school satisfaction.
- All responses were in the agree and always agree, with some responses over 90% supportive.

Target 4

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

Our achievements include:
- In Yr 3 25% of Aboriginal students were Band 5 in reading

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the curriculum area Literacy and the management area of personalised or individual student learning.

Curriculum - Literacy

Background

Aldavilla Primary School has maintained a focus on literacy in 2012. As part of our
involvement in the LOWSES National Partnership the school appointed a literacy leader 0.5. The intention was to commence a similar program to the one followed successfully in numeracy over recent years. The model selected involved staff undertaking a significant number of lesson studies and participating in intensive professional learning particularly in the area of reading comprehension.

This evaluation ensured programs meet the requirements of the syllabus, caters to individual students learning needs and enables the staff to contribute towards the achievement of school targets.

Findings and conclusions
Staff, students and parents were surveyed, staff meetings were conducted and the Literacy Team analysed student results. A comprehensive analysis of all data available was completed for the National Partnerships Evaluation Report. The evaluation determined future directions for literacy and forms the basis of our 2013-2014 school plan. Some highlights are reported below.

Students were able to identify specific literacy interventions that they use in the classroom to support their learning. (98% of students could identify the program Literacy Planet and 83% agreed that it could contribute towards becoming an effective reader)

Parents were asked to comment on the effectiveness of literacy activities and 79% agreed or always agreed that literacy activities are interesting and engage students learning.

Staff contributed towards two key findings throughout the evaluation. Firstly, deciding to stop using the program LEXIA after the completion of an evaluation undertaken by the school community liaison officer. Secondly, confirming that 100% either agree or strongly agree that their teaching of literacy contributes towards achievement of the school literacy target.

As a career development opportunity the school literacy leader was seconded to relieve at another local school. While this temporary appointment was initially for a period of 4 weeks it expanded for the remainder of the year. This impacted on the implementation of the professional learning plan for the second semester of 2012.

Two staff were selected to complete their training as Focus on Reading 3-6 facilitators to develop in-school experts to train the remaining staff across Stage 2 and 3 in this literacy intervention program. The training modules were completed and initial training was undertaken by classroom teachers. However, local support for this program was not available in 2013 and it has not been included as an intervention for 2013.

Future Directions
In 2013 at Aldavilla Primary School we will continue to:
- Provide stimulating, engaging literacy activities;
- Appoint a literacy leader to implement the recommendations of the school plan;
- Promote a culture of high expectations; and
- Continue to use assessment data to inform teaching and future directions.

Management – Student Personalised Learning
Background
A significant number of students at Aldavilla have Individual Learning Plans (ILPs) mandated by school or departmental policy and guidelines.

These students have a variety of plans including: Aboriginal student PLPs and Integration Funding Support ILPs. There are also students identified for support and intervention by the Learning and Support Team. These students often have very specific learning adjustments made to enable their access to the curriculum. Generally it has been assumed that these students make up approximately 30% of the total student population.

During 2012 Aldavilla was randomly selected by the Federal Government to participate in national survey to enable collection of data about disability. While the results of the survey remain confidential, the impact of the professional learning provided to staff who conducted the survey has resulted in changes within this area.

As a result of the implementation of the Every Student Every School (ESES) in 2012 there were
some significant changes to the funding and support models at the school. Funding which had predominantly been used for the employment of Student Learning Support Officers was reduced. However, the staffing entitlement of the Learning and Support Teacher was increased from 0.5 to 1.0.

**Findings and Conclusions**

Staff were surveyed, staff meetings were conducted and the LST team analysed student plans and their implementation. A comprehensive analysis of all data available was completed for the National Partnerships Evaluation Report. This evaluation has determined future directions for personalised learning at Aldavilla PS. Some highlights are reported below.

Staff involved in the national data collection accessed training about the definitions of disability as provided by the new Disability Discrimination Act. This established the need for more information for the teaching and learning staff at the school.

Aboriginal parent meetings were conducted to develop PLPs for all Aboriginal students. This resulted in the development of PLPs for 100% of Aboriginal students. However, there was a large variance in the input into them, which will need to be factored into their development next year.

100% of students who were still supported by the Integration Funding Support program had ILPs developed and implemented. Formal review meetings were conducted for these students with approximately 75% of parental involvement.

Students who had previously been supported by this program were advised of an optional review process if their parents required one.

Additional cohorts of students receive individual support and this information was collated and reviewed.

Approximately 70-80% of parents indicated that they could identify three of the largest support programs offered to students; Literacy Planet, Reading Recovery and LEXIA. However, only 68% were aware if their child was accessing this support.

There was also a gap identified between the formal information provided to parents about which programs their children accessed and what the intent of the program was i.e. either remediation or extension.

The school currently provides advice about remediation and extension support programs within the half yearly and yearly student reports. A standardised bank of comments is used to describe the general level of support provided and for which areas of the curriculum.

**Future Directions**

Additional training will be conducted utilising the online modules developed by the DEC. These will be completed as part of the staff development days in late 2012 and 2013.

The training must have a focus on the way the new definitions of disability are applied to students and as a result the way that support is implemented.

Staff must develop and implement more effective ways of advising parents of the additional support provided to their children.

Expand the notification provided initially to individual parents of students who have been targeted for additional support or extension by the Learning and Support Team.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Staff students and parents were surveyed, staff meetings were conducted and the Engagement team analysed and collated the information. A comprehensive analysis of all data available was completed for the National Partnerships Evaluation Report. The evaluation determined future directions for student and community engagement and forms the basis of our 2013-2014 school plan. Some highlights are reported below.

Students were given a variety of questions to respond to about school life. Responses were predominantly at or over 90% of students either agreeing or strongly agreeing.

**How do you feel when you are in the classroom?**

- 91.0% are happy.
- 96.2% feel safe.
- 84.9% are interested.
My teacher acknowledges me when I do my best. 91.9% agree or strongly agree.

The area below that needs further investigation will be addressed with the student parliament in 2013.

There are enough activities available in the playground. 75.8% agree or strongly agree.

Parents were asked for feedback throughout the year and the P&C was regularly consulted about aspects of school life in 2012. The biggest event conducted was the school fete, which also incorporated an acknowledgement of the 20 year anniversary of the school being open.

Some other highlights of parental satisfaction towards the school included:

- 89% agreed or strongly agreed that information about student learning is shared
- 80% agreed or strongly agreed that learning activities are interesting.

As a result of the SAKG program, the number of our volunteers has increased by an additional 23 parents and community members volunteering in either the kitchen or garden.

Staff responses were collected across a range of school areas and are used to inform school planning.

**Professional learning**

All staff had equitable access to a variety of professional learning experiences throughout the year. This included: Dyslexia online training, L3, NAPLAN analysis, Lighthouse project training, Focus on Reading 3-6, Live Life Well, Best Start, Occupational Therapy workshops, Interactive Whiteboard Training, Wambinya training, Sentral and mandatory training such as CPR. These enhanced the learning experiences for students.

The professional learning funds built staff capacity with two staff becoming in school facilitators in Focus on Reading 3-6.

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

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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**

**Increase levels of literacy achievement for every student.**

**2013 Targets to achieve this outcome include:**

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).

**Strategies to achieve these targets include:**

- Identify and train a Literacy leader to support improvement in reading comprehension and overall reading.
- Literacy leader supports teachers in classrooms with student data analysis, teaching literacy via team teaching, modelled teaching and lesson studies. Based on developing professional understanding of best practice in teaching reading comprehension and build teacher knowledge and understanding based on student progress through the literacy continuum.
• Use the SMART package to increase staff understanding of the content and syllabus expectations of the questions that are asked in the highest bands of NAPLAN.
• Employ a SLSO to support the Multi-Lit program.

School priority 2
Outcome for 2012–2014
Increased levels of numeracy achievement for every student.

2013 Targets to achieve this outcome include:
Increase the percentage of students above National Minimum Standards (NMS) in 2013 NAPLAN number, patterns and algebra from:
• Yr 3 (B3-6) 78.3% (2012) - 80% (2013),
• Yr 5 (B5-8) 66.7% (2012) - 70% (2013).

Strategies to achieve these targets include:
• Numeracy leader supports teachers in classrooms with student data analysis, internal whole school assessment data teaching numeracy via team teaching, modelled teaching and lesson studies and build teacher knowledge and understanding based on student progress through the numeracy continuum.
• Ensure that teachers’ individual PL plans include a specific focus on improving outcomes for reading comprehension, particularly in relation to numeracy word problems.

• Employ SLSO Staff to provide support and implementation of QuickSmart (QS) as an individual numeracy intervention.

School priority 3
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.

2013 Targets to achieve this outcome include:
• To increase engagement of students K-6 by providing authentic student learning and leadership opportunities measured by comparison to 2012 completion of the Student Well Being survey.
• Parents increase their representation at school events and a range of family activities provided by the school compared to numbers represented in 2012.

Strategies to achieve these targets include:
• 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.
• A functioning Stephanie Alexander Kitchen Garden explicitly linked to the curriculum. A diverse range of parents are represented on the Kitchen Garden Committee. Staff establish partnerships with NC TAFE and NCAHS to support implementation of the Kitchen/Garden project.
• Live Life Well program is maintained K-6 – purchasing additional playground equipment to extend the fitness trail.

School priority 4
Outcome for 2012–2014
Increase levels of literacy and numeracy achievement for every Aboriginal student.
2013 Targets to achieve this outcome include:
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).

Strategies to achieve these targets include:

- 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 for Aboriginal students. Parents are knowledgeable and active participants in celebrating student’s success in the achievement of the learning plans.

- Implement dare to Lead Snapshot recommendations in consultation with staff and community feedback.

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

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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