Aldavilla Primary School
Annual School Report 2014
School context statement

Aldavilla Primary School was established in 1992 and has well-resourced classrooms and excellent facilities, set in an attractive rural setting.

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 recently expanding the schools wi-fi network and the introduction of 40 iPads and 30 laptops.

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.

The school has a strong uniform policy and it is supported by students and parents engendering a sense of pride in our school.

Macleay Educational Community of Schools (known locally as MECS), a group of 16 local public schools, are 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. 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 a weekly 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.

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>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>131</td>
<td>131</td>
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<td>121</td>
<td>130</td>
<td>167</td>
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<td>115</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
<td>92.6</td>
<td>90.1</td>
<td>92.5</td>
<td>94.3</td>
<td>95.1</td>
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<td>92.4</td>
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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 2014:

- 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.

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**Workforce composition**

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.562</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17.762</strong></td>
</tr>
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</table>

The Australian Education Regulation, 2014 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 a targeted Aboriginal Program – Norta Norta and as an SLSO.

**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>
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<tr>
<td>Postgraduate</td>
<td>13</td>
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</table>

**Professional learning and teacher accreditation**

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. Successful completion of these events enhanced the learning experiences for students.

The continuation of a Literacy/Numeracy Leader provided all staff with a significant amount of 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.

Tied Professional learning funds provide an average expenditure rate of approximately $800 per teacher. With the provision of a Literacy/Numeracy Leader the total expenditure on professional learning for staff exceeded $128 000.

This year staff participated in school development days that addressed the following important topics: Teacher Accreditation, Anaphylaxis, Autism, PBL, E-Care, Speech therapy for autistic students, ipads and technology.

There is currently 1 new scheme teacher working towards accreditation, six teachers maintaining accreditation and 1 teacher voluntarily seeking accreditation at highly accomplished or lead.

**Beginning Teachers**

Funding under Great Teaching, Inspired Learning has been used to support beginning teachers adjust to their new roles in NSW public schools.

During 2014 funds were utilised to provide support with: local induction, additional time to assess and prepare reports, team teaching, modeled teaching and observations with experienced teachers, completing online modules from the Great Start program and participating in professional conversations with supervisors and mentors.
Financial summary

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

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<thead>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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.

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

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

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 and enter the school name in the Find a school and select GO to access the school data.

Additional information regarding achievement of students is contained in the School Priority section of this report.

Other achievements

Our school website contains a significant number of information about school events and a large photo gallery, capturing the life of the school digitally and making it more accessible in the 21st century. Parents also have “in their pocket” access to this information via our school App.

http://www.aldavilla-p.school@nsw.edu.au

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal Education was focused on as a school priority and the educational achievements of Aboriginal students are reported on in the School Priority section of this report. 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.

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

The school sends a representative to the AECG meetings held twice 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 Aunty Esther, who spoke at our welcoming Assembly and conducted some workshops. The day continued with students participating in art and cultural activities, songs and games in classes throughout the day.

The development of the Bush Tucker Garden as part of the Kitchen Garden Program 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 and anti-racism**

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 Harmony Day celebration where students brought in non-perishable food items as a pantry filler.

**Socio-economic background**

In 2014 the school accessed Equity SES funding, which replaced the former national Partnership LOWSES. 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 Equity SES program is approximately $292 000 and is clearly articulated within the 2014 school plan located on the school web page.

A key focus of the school plan was the employment of a numeracy and literacy leader to provide professional learning for all staff.

**Learning and Support**

Our school receives additional funding and staffing to support students who require a learning adjustment.

Our staffing entitlement is 1.0 and we receive flexible funding of approximately $33 000.

The Learning and Support team prioritises requests from teachers to provide additional support for identified students.

The support provided is targeted at individual, small group or classes. It is delivered by our L&ST teaching staff or by a Learning Support Officer.

Our school participates in the National collections of Disability data and has used feedback from this process to enhance the way we communicate with parents about the additional support their child is receiving.

**Other significant initiatives**

**Kitchen - Garden Program**

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.

The Stephanie Alexander Kitchen Garden Program supports the embedding of the program 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.

Since its inception the number of volunteers who attend the school has significantly increased.
Respect and responsibility

Our school has continued to implement the Positive Behaviour for Learning program during 2014. This program has engaged staff in reviewing the school’s behavior resources and developing 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, cooperation, 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.

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:

- Surveys of staff, students and the community
- Focus groups, feedback sessions and public meetings.

School planning 2012-2014:

School priority 1

Increased levels of literacy achievement for every student.

Outcomes from 2012–2014

Maintain the percentage of students above National Minimum Standards (NMS) in 2014 NAPLAN reading above:

- Yr 3 (B3-6) 60% (2014).

Evidence of achievement of outcomes in 2014:

- Yr 3 2014 (B3-6) result was 64.8%.
- Yr 5 2014 (B3-6) result was 77.7%.
- Both targets were slightly exceeded.

Strategies to achieve these outcomes in 2014:

- Employ a Numeracy leader at AP level to support improvement in the strand number, patterns and algebra.

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.

Evidence of achievement of outcomes in 2014:

- Yr 3 2014 (B3-6) result was 64.7% (2013) - 65% (2014).
- Yr 5 (B5-8) 68.6% (2013) - 70% (2014).

School priority 2

Increased levels of numeracy achievement for every student.

Outcomes from 2012–2014

Maintain the percentage of students above National Minimum Standards (NMS) in 2014 NAPLAN number, patterns and algebra from:

- Yr 3 (B3-6) 64.7% (2013) - 65% (2014).
- Yr 5 (B5-8) 68.6% (2013) - 70% (2014).

Evidence of achievement of outcomes in 2014:

- Yr 3 2014 (B3-6) result was 71.1%.
- Yr 5 2014 (B3-6) result was 61.1%.
- Year 3 targets was exceeded, however the Year 5 target was not achieved.

Strategies to achieve these outcomes in 2014:

- Focus on implementing ‘Read To’ comprehension program K-6.

All teachers develop a class target matrix/continuum progress for each classroom and actively promote the progress of each student.
School priority 3
Increased levels of literacy achievement for every ATSI student.

Increased levels of numeracy achievement for every ATSI student.

Outcomes from 2012–2014
Maintain the percentage of ATSI students above National Minimum Standard (NMS) in 2014 NAPLAN reading and number, patterns and algebra.

Reading
- Yr 3 (B3-6) 71.5% (2013) - 75% (2014),
- Yr 5 (B5-8) 60% (2013) - 70% (2014).

Number, patterns and algebra
- Yr 3 (B3-6) 57.2. % (2013) - 65% (2014),
- Yr 5 (B5-8) 40% (2013) - 50% (2014).

Evidence of achievement of outcomes in 2014:
- Yr 3 Reading 2014 (B3-6) result was 50%.
- Yr 5 Reading 2014 (B3-6) result was 57.2%.
- Both of these targets were not achieved.
- Yr 3 Number 2014 (B3-6) result was 50%.
- Yr 5 2014 (B3-6) result was 57.2%.
- Year 3 target was not achieved, however the year 5 targets was exceeded.

Strategies to achieve these outcomes in 2014:
All Aboriginal students are provided with additional targeted support in reading/number:
- All Year 1 Aboriginal students below stage level in reading receive Reading Recovery in 2014.
- All Aboriginal students below stage level in number patterns and algebra in Years 3-6 receive Maths Smart support.
- All Aboriginal students below stage level in reading in Years 1-6 receive multi-lit support.
- All Aboriginal students above stage level in number/reading receive additional extension activities.

School priority 4
Improved social and emotional well-being and skills for life for every student.

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

Outcomes from 2012–2014
To increase engagement of students K-6 by providing authentic student learning and leadership opportunities measured by comparison to 2013 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 2013.

Evidence of achievement of outcomes in 2014:
- Volunteer numbers have increased again since 2013 (60), with 125 volunteers supporting the kitchen and garden program.
- Each class involved in fortnightly cooking had between 4-12 regular volunteers.

Strategies to achieve these outcomes in 2014:
A functioning Stephanie Alexander Kitchen Garden explicitly linked to the curriculum

Maintain professional learning for staff in whole-of-school initiatives focused on student wellbeing, fundamental movement skills and daily fitness activities.

An effective iPad trial is adequately resourced and supported by appropriate professional learning for staff involved.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

A sample of responses are presented below.

We conducted a student survey in Semester 2 and 2 parent surveys, the first focused on Kindergarten parents in 2014 only. The second was sent to all interested parents (27) and we received a small number of responses (8).

Students
82% of students agreed that Aboriginal Culture is recognized and celebrated at Aldavilla.

49% of students indicate that they have increased the number of meals they cook at home since being involved in the kitchen program.

71% of students indicate that teachers are noticing when they are displaying 4C behavior in the playground and they have received an award as a result.

A slight increase from 2013 results has 34% of students (59) surveyed indicated that they had been bullied. However of that sample 54 of those students indicated they have friends at the school.

Parents
87.5% of parents confirmed that our involvement in PSSA Sport, public speaking and debating and interschool sport is extremely valuable.

100% of parents confirmed that our excursion program is either valuable or extremely valuable.

62.5% of parents indicated that replacing out of date desk top computers was an immediate priority for HB 1-4.

From the Kindergarten parents surveyed 87% were happy with the type and amount of transition to school offered.

Staff
100% of staff gained new teaching strategies from participation in the lesson study program.

85-90% of staff strongly agreed that students understand the behaviour consequence system and look forward to the reward days each term.

100% of staff agreed that the playground is well supported, with activities and suitable timetables.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.