Our school at a glance

Messages

Principal's message

Our school has enjoyed another remarkable year of challenge and achievement.

We are an active school who aspire to exceptional learning equipped with cutting edge technology and to live our values to help us achieve our own unique potential. To do this, we are committed to ongoing success through a process of evaluation, feedback and collaborative planning to continue to strive for excellence, innovation and success in our caring community.

Our big ideas include implementing our

• Building Education Revolution. This two million dollar project sponsored by the Federal Government will include extending the COLA, (covered outdoor learning area), building a new block containing a new classroom, computer lab, creative arts space and connected classroom with an interactive whiteboard and real time video conferencing facilities.

• National School Pride Grant to implement school maintenance such as painting, garden refurbishment, and communication initiatives such as the school wide loudspeaker and multi emergency alarm system. The installation of 10 Interactive whiteboards in 10 out of 11 classrooms has the potential to revolutionise teaching and learning.

• National School Partnership Program to develop Numeracy Skills. This substantial program is designed to support teaching and student learning including students who require additional help.

• Values in Action School Project (VASP). Our school in conjunction with our Bowral Learning Community was only one of 14 clusters Australia wide who were successful in obtaining this prestigious grant focusing on Stage 3 (Years 5 and 6), and Stage 4 (Years 7 and 8). This process included our cluster participating in training and sharing our project in Melbourne and developing a Southern Highlands School website: http://www.shslearning.nsw.edu.au

• Communicating With Our Community Committee who enjoyed a four day training course to continue to build significant links with our local and wider community. After extensive consultation this produced a new banner statement and the development of our key messages. ‘Excellence, innovation and success in our caring community’.

As a school we are dedicated to continuous growth. I was delighted when our invitation was accepted to complete a review by an independent panel to review professional relationships, student discipline and communication.

This year, we have been delighted to work with academic and research partners including Dr Susan Groundwater-Smith in our values education, research into flued and unflued gas heaters with the Woodcock Research Foundation and Dr Peter Cuttance on surveying aspects of Quality Education.

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.

Jenny Quist

Parents and Citizens (P&C) Message

This year four of the five P&C Association Committee members were newly elected as were the Canteen and Uniform coordinators. This presented a challenge as those members developed an understanding of the processes and procedures associated with running a P&C Association and respective sub-committees. In terms of productivity alone, 2009 is deemed to have been successful. I will address each of the areas of responsibility separately in this report.

Canteen

Significant time and effort was expended ensuring compliance with regulatory requirements including Work Place Health and Safety and Food Service. New procedures were established and documented for canteen volunteers, old and/or unserviceable equipment was removed or replaced and out-of-date stock destroyed. The menu was revised to ensure compliance with
current healthy eating policies. Revised canteen operating times were also implemented to capitalise on the limited availability and number of volunteer labour.

**ECO Garden**

The ECO Garden has again proved to be extremely successful having brought together community and students. All classes have been involved this year with all students having the opportunity to learn from the experience. The ECO Garden has been fully self-sufficient with students selling their produce at “market day stalls” and the proceeds going back into the ECO Garden. This year the ECO Garden has made a small profit. The ECO Garden also featured in the local media.

**Fundraising**

The fundraising committee is to be commended for their efforts having raised money through a variety of activities including sales of flower bulbs and greeting cards, Mothers’ and Father’s Day stalls, *Bushwahzee* (bush dancing) and sausage sizzles.

**Uniform**

This year saw the skort, a polo fleece vest and a polo fleece jacket added to the uniform with the skort to replace the shorts. An all-seasons dress was also proposed but failed to get community support. This option will be revisited during 2010.

**Finance**

The P&C continues to have a positive cash flow and funded almost $19,000.00 worth of resources in 2009. Items funded included a barcode scanner for the library, two computers, four digital cameras, a projection screen, books, dictionaries and art supplies.

**General**

The P&C is working to produce early in 2010, a strategic plan for the next three to five years. The P&C is also working to improve budget processes and communication between the P&C and the School. A communications protocol has been developed in consultation with the School for use in 2010. *Pictured are the P&C hard at work.*

**Summary**

The P&C has performed well in 2009 achieving good results in a tough economic climate which has not only affected our ability to raise money but also reduced the availability of volunteers. The P&C is delighted to have provided the funds that have been used to upgrade the students learning environment. The P&C Committee would like to thank all volunteers who contributed their time and energy this year and the community in general for supporting the activities that have helped raise money for the school.

**Michael Price**

**Student representative’s message**

There were four councillors in the areas of the Arts, Environment, Sport and Welfare. Each councillor was assisted by a deputy and a committee who undertook special responsibilities.

*The Sports Committee* continued to operate the sports shed and helped with all sporting events as well as running various competitions throughout the year. Table tennis was a new initiative.

*The Arts Committee* had fun setting up for Friday's Assemblies and term assemblies as well as having some themed assemblies, competitions and art days including lunch time activities.

*The Environment Committee* coordinated the recycling, composting, “Clean Up Australia” Day and helped with the School Eco Garden and were involved in the Wingecarribee Shire Council Environmental Day. We use this information.
The Welfare Committee organised the Talent Quest, made Behaviour Award announcements at assemblies, put up and brought down the flags each day and fundraised for charities, including our World Vision Child, Mamun, from Cambodia.

During the year we had great opportunities to improve our leadership. We went to the Young Leader's Conference where we were inspired to become better leaders by listening to others.

Being a School Councillor with our Year 6 committees would have to be one of the highlights of our school. We would like to encourage senior students to consider being a school councillor. We have enjoyed leadership and representative opportunities throughout the year. We have all learned so much and had a great deal of fun.

Sport - Christopher Hansen & Ben Powell.  
Arts - Miranda Nicols & Amy Powell  
Welfare – Leea Carroll & Eliza Finlan  
Environment - Mitchell Brummell & Karley Clissold

The SRC attended the “International Peace Day”.

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

Student attendance profile

Colo Vale has generally excellent attendance, outperforming region and state attendance patterns.

Management of non-attendance

Clear attendance expectations are shared during Kinder Orientation and regularly through the school newsletter. This is supported by a consistent practice of sending home attendance letters on a weekly basis to follow up non explanation of attendance or a phone call as necessary. Parents are encouraged to communicate holiday plans in advance so that school work can be arranged. The school monitors attendance and supports parents to provide their children with regular access to our quality education. This may include an individual plan when necessary. The Home School Liaison Officer supports the school through regular visits and examines school attendance records.
**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2B</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KZ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

There were a total of 11 classes, including 5 straight and 6 multi-age classes.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Assistant Principal(s)** 3.0

**Classroom Teachers** 8.0

**Teacher of Reading Recovery** 0.42

**Support Teacher Learning Assistance** 0.5

**District Support Teacher Learning As.** 0.6

**Teacher Librarian** 0.6

**Teacher of ESL** 0.2

**Release Teacher** 0.5

**Part time Teacher** 0.5

**Counsellor** 0.225

**School Administrative & Support Staff (SASS)** 2.52

**Total** 18.065

This year two new Assistant Principals were appointed to Colo Vale, Mr. Matthew Stanger and Mrs. Michelle Laval. Each year the school also employs some School Learning Support Officers based on Student Funding Support to support students with disabilities. There are no Indigenous staff members.

**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>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</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.
Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$184,298.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>$142,936.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$175,984.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$73,665.19</td>
</tr>
<tr>
<td>Interest</td>
<td>$7,947.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$53,248.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$638,080.52</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$14,978.57</td>
</tr>
<tr>
<td>Excursions</td>
<td>$22,414.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$23,635.26</td>
</tr>
<tr>
<td>Library</td>
<td>$5,854.60</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>$20,223.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$109,217.87</td>
</tr>
<tr>
<td>Casual relief</td>
<td>$36,963.91</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$49,610.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$21,170.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$11,323.32</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$44,815.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$360,208.37</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 277,872.15

This year the school was fortunate enough to participate and perform in Bushwayzee's Bush dance. The students also performed at the Opera House in the Recorder Concert Series. The school presented junior, middle and senior performances featuring dance, drama and song. The seniors produced a drama, dance musical entitled "Where's Wally?" All children participated.

Recorder students at the Opera House

The foyer, hall and classrooms continued to feature student artwork. Students likewise displayed their artwork at the Bowral and District Arts Society "Kids on Show". The children and community also enjoyed a K-6 Easter Hat Parade.

**Sport**

Colo Vale students enjoyed a variety of opportunities to participate in sporting activities in 2009. Classes played sports such as cricket, soccer, t-ball, kickball, dodge ball and basketball on a weekly basis. Classes also went out for 10 minute daily activity sessions to improve fitness.

The school held K-6 Swimming, Cross Country, and Athletics Carnivals, and from these events children were chosen to represent the school at the District and Regional Level. Shot put and long jump were taught in the weeks leading up to the school and District Athletics Carnival.

Colo Vale continued its membership of the Wingecarribee District Primary Schools Sports Association (WDPSSA). This gave students the opportunity to try out for District and Zone teams in sports such as Soccer, Cricket, Touch and Aussie Rules. Quite a few students reached zone and regional levels in a variety of sports, and one student made it to the NSWPSA State Cricket Championships in Lismore. Our students also participated in WDPSSA Swimming, Cross Country and Athletics Carnivals, as well as a WDPSSA Touch Football Gala Day.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**

The Arts provided many opportunities for students with visiting performances and learning activities by Oz Opera's "Cinderella", the South Coast Performing Ensemble and an author/illustrator who discussed ideas for illustration and writing. Maintaining quality visiting performances inspires children to participate in their own music making.

In addition the School Instrumental Group comprised of students, parents and staff performed at Term Celebration Assemblies, and other school representative occasions and events.
The school once again entered rugby league teams in the Hindmarsh and Noble Cups, run by the Country Rugby League. Both teams did well, with the Noble Cup team, made up of Year 3 and 4 students, making it to the Grand Final.

Students from Year 1 and 2 took part in a cricket training clinic run by a NSW cricket development officer.

In Term 4 students were given the opportunity to participate in AFL clinics over a 5 week period. Approximately 60 students participated. Dance is part of the Physical Education Curriculum. During Terms 2 and 3 all students participated in a terrific Dance program run by an external provider. Students responded positively.

Once again, students from Years 2-4 participated in a Learn to Swim scheme. The students swam daily over a 2 week period, learning swimming and water safety with teacher support.

The school received a grant as part of the Premier’s Sporting Challenge and was able to purchase some new equipment, including touch football gear and a rebound net to practise throwing and catching to improve game skills.

One of our Year 6 boys won a competition which involved a prize of $500.00 to go to his school. At his suggestion the money was spent buying 2 table tennis tables, and during Term 4 a table tennis competition was coordinated by the SRC.

The SRC Sports Committee had a busy year. They organised and ran lunch time sport competitions, helped run activities at the Athletics Carnival, acted as officials at the Cross Country Carnival, and opened the sports shed at lunch time and recess for children to borrow sports equipment.

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Fifty three percent of students achieved the top three bands. This was below the state average. Girls performed better than boys.
Students receiving excellent results in the Australian University Writing Exam Competitions

Sixty percent achieved the top three bands. Girls performed better than boys.

Fifty seven percent achieved the top three bands. This was below the state average. Girls performed better than boys.

Numeracy – NAPLAN Year 3

Forty one percent achieved the top three bands. Boys performed better than girls.

Literacy – NAPLAN Year 5

Fifty eight percent achieved the top three bands exceeding the region average and similar to state average. Girls performed well above the state average. Pictured are maths groups at work.
Sixty two percent of students achieved the top three bands. This was above region and similar to the state average. Girls performed better than boys.

Sixty six percent achieved the top three bands exceeding region and similar to the state average. Boys performed similarly to girls.

**Numeracy – NAPLAN Year 5**

Fifty four percent achieved the top three bands. This was above region and similar to the state average. Boys performed better than girls.

**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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Student welfare

Colo Vale Public School continues to strongly focus on the implementation of quality student welfare programs to support a safe, happy and healthy environment that caters to the needs of all students. Some of the programs include:

- Implementation of ‘Live well-eat well’ program.
- Continuation of the “You can do it” program across the school, which provides students with strategies to better cope with school life
- Implementation of a revised behaviour system. This system provides a consistent model across the school which includes positive reinforcement and celebration for students who are following school rules, as well as a level system for those students who choose not to comply with school expectations. The development of this system was a collaborative project between students, staff and the community.
- Rewarding of students who achieved silver and gold badges. Rewards include a variety of privileges including afternoon tea with Mrs Quist.
- Recognition and celebration of students’ achievements at End of Term assemblies.
- The Learning Support Team has continued to monitor “at risk” students who may be having difficulty with literacy or numeracy, behaviour or social skills. This team ensures students have access to the support or program that they need to become successful learners.
- Many learning assistance programs have been implemented across the school by our team of Reading Recovery Teacher, Learning Support Teacher, School Counsellor and School Learning Support Officers. These programs assist students with specific needs to improve their learning outcomes.

Aboriginal education

We have gathered assessment data for all our Aboriginal students and discussed Individual Education Programs with their parents. We have supported their progress in all KLAs, but particularly in Literacy and Numeracy, as well as facilitating full participation in all extra curricular and excursion opportunities.

The junior classes enjoyed a very successful Good Jaga Day organised by local elder, Aunty Val. Together with her co-workers, the group ran a series of workshops with each class K-2, focussing on raising cultural awareness through activities such as face painting, story telling, painting and decorating boomerangs. During Term 2, the senior classes studied “Aboriginal Australia” utilising a wide variety of multimedia and print resources.

Multicultural education

Given our limited first hand experience of the diversity of cultures that make up modern Australia, our multicultural programs are particularly significant. Multicultural education has been addressed primarily through a variety of programs that have occurred across stages throughout the year. The Multicultural Public Speaking competition was organised across Stages 2 and 3, beginning with individual class instruction and competition, progressing through to the selection of 2 children from each stage to represent our school at the local finals. In addition, the Stage 3 classes each focussed on a cultural group as their major unit of work during Term 1. A visit to our school by students from Cambodia, as part of the Bowral High School linkages program, had a significant impact on our students as they heard from young people first hand about life in a very different culture to their own.

Cambodian speakers giving and receiving gifts.

Loopline Mastermind

The Loopline Mastermind competition continued this year with Colo Vale students travelling to Buxton PS and Mittagong PS to participate in these events by working in teams to solve problems and demonstrate their solutions in innovative and creative ways.

Enrichment Days

Selected students from Stages 1, 2 and 3 travelled to Bowral PS on a number of occasions to attend a series of Enrichment Days together with other children from our district. These courses were conducted by experienced tutors who guided the children through a series of challenging and engaging activities.
Respect and responsibility

The key values *Respect yourself, Respect others and respect the environment*, underpin the school discipline system. The ‘You Can Do It’ social skills program supports the explicit teaching of organisation, getting along with others, persistence and peaceful resolution. Strong anti-bullying plans are implemented based on a school and community understanding of high expectations and communication so that issues can be dealt with promptly. There has been a significant reduction in suspensions. New initiatives include improved classroom behaviour monitoring. Respect and responsibility are modelled, discussed and implemented throughout the culture of the school. The school frequently receives plaudits on excellent student behaviour.

*Pictured below are students who are wearing their silver badges as a result of outstanding behaviour.*

Other programs

Technology

Technology roles have been allocated to various staff members to share expertise. This year there has been some significant investment in technology including the installation of a Macintosh Server, 11 Acer laptops and 14 Lenovo desktops, Technology for Learning (T4L)computers rollout, 10 Interactive Whiteboards (IWB) and three more digital cameras for classroom and student usage.

The school has elected to revise the school website with the Department of Education and Training school package. School administration software has continued to be updated to support student and school administration.

*Pictured is a student using touch to activate the interactive whiteboard.*

The staff enjoyed three professional development staff meetings on IWB’s and the integration of technology into teaching and learning. Likewise five members of staff participated in a two day course to support the new methodology. There will be a presentation demonstrating the IWB functions and integration potential to the Colo Vale P&C. Planning meetings, website reviews and consultation with staff have supported the introduction of the revised Colo Vale website. This will contain local school, parent, student and DET support material.

Values in Action Schools Project (VASP)

During the latter part of 2009, as part of the Values in Action Schools Program undertaken by the Bowral High School community of schools, the senior classes undertook a study of “poverty” under various guises. Highlights included attending a “Big Day In” at Bowral High School where we listened to some ex BHS students talk about their experience in working in India and South Africa with non-government aid organisations. Stage 3 took part in a number of focus group discussions led by Year 8 students from Bowral High.

Back in classrooms, we researched the Millenium Development Goals, the Basic Rights for all Children and particular issues facing Aboriginal Australians. We were much encouraged and supported by a visit from our academic mentor, Professor Susan Groundwater-Smith from the
University of Sydney. We were privileged to enjoy a visit by two young people from the school in Cambodia which is supported by Bowral HS. Using words and pictures, they described a very different lifestyle experienced by young people in that country.

Finally, we produced a series of Powerpoint Presentations in which we focused on a particular aspect of poverty that was of interest to us. We then uploaded these projects onto the forum “Students’ Corner” as part of the “SHS Learning” web site. Using the internet, many of us have enjoyed sharing this work with our parents at home.

Students displaying their work on Poverty at a school expo.

We concluded our Poverty Project with an afternoon of sharing when 5/6D displayed their research, discussions and digital presentations to the other Stage Two and Three students at Colo Vale PS and with some of our parents and community members.

Progress on 2009 targets

Target 1
85% of students achieving spelling stage expectations and 92% of students in Year 3 and 5 achieving at or above the national minimum standard in spelling with 10% more students attaining the top two bands.

Our achievements include:
-97% of Year 3 surpassed the target and achieved at or above the national minimum standard.
-88% of Year 5 students achieved at or above the national minimum standard.

The same number of students were represented in the top two bands in Year 3 in 2008 and 2009.

In Year 5, there was an increase of students in the top two bands by 2%.

Target 2
85% of students achieving reading comprehension stage expectations and 92% of students in Year 3 and 5 achieving at or above the national minimum standard in comprehension with 10% more students attaining the top two bands.

Our achievements include:
-Year 3 surpassed the target with 97% performing at or above the minimum expectations and Year 5 achieved the target with 92% performing at or above the minimum standards.
-Year 5 surpassed the 10% target in the top two bands actually improving by 22%. Year 3 did not meet the target.

Target 3
85% of students achieving grammar and punctuation stage expectations and 92% of students in Year 3 and 5 achieving at or above the national minimum standard in grammar and punctuation with 10% more students attaining the top two bands

Our achievements include:
-88% of both Year 3 and Year 5 achieved at or above the minimum national standard.
-11% more Year 3 students attained the top two bands exceeding the school target.
-23% more Year 5 students attained the top two bands exceeding the school target and performing well above the region.

Target 4
85% of students achieving measurement, data, space and geometry with 95% of students in Years 3 and 5 achieving at or above the minimum national standard with 10% more students attaining the top two bands.

Our achievements include:
-94% of Year 3 students performed at or above the minimum national standards.
-100% of Year 5 students performed at or above the minimum national standards, surpassing our target.
-20% more Year 5 students attained the top two bands and exceeded our target. Year 3 did not meet the target.
Target 5
100% of staff utilising technology for communication and supporting teaching and learning

Our achievements include:
- Purchasing 24 computers to support technology, increasing staff and student access in every classroom
- Significant technology staff training
- Staff trained and using Best Start and NAPLAN assessment data to analyse student learning needs
- Improving computer laboratory reliability with a new computer server
- Purchasing 10 Interactive Whiteboards, installed in December 2009

Target 6
10% reduction in student suspensions

Our achievements include:
- Full implementation of our School Discipline Policy resulting in:
  - 53% reduction of suspensions
  - Reduced detentions and student referrals
  - Focused, engaged and safe learning

Target 7
Increased on task learning time.

Our achievements include:
- Reducing learning disruptions with the installation of a school wide loudspeaker system in classrooms
- Preserving quality teaching time by balancing core learning and extra-curricular activities
- Engaging students actively to improve student attention and focused learning

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 2009 our school carried out evaluations of school discipline, communication and professional relationships, reading and mathematics. The school will report on school discipline and mathematics.

Educational and management practice
The school had introduced a school discipline policy in 2008 after lengthy consultation with the community and was keen to evaluate the effectiveness and implementation. We were fortunate to engage the services of an independent review panel to support our school evaluation.

Background
The panel analysed school documents, interviewed members of staff, community and 4 groups of students K-6. The outcomes were shared with staff and community.

Findings and conclusions
The review team noted that the school had invested considerable time, energy, expertise and resources in developing its revised Student Welfare Policy. The document, Discipline Policy 2008 is very detailed.

Students could clearly describe how to achieve a merit award and what happens when a school rule is broken. They explained the three rules of respect yourself, respect others, respect the environment, demonstrating clear understanding of what was expected of them as students at Colo Vale Public School.

Respondents recognised that the school celebrated student achievement through merit certificates, silver and gold badges, “the Oscar”, special privileges, sports awards, recognition in the newsletter and through the involvement of the SRC.

Some respondents spoke of apparent parent conflict with the school rules, by stating that their child had their permission to use violence against other children. Parents reported that some issues could be resolved more quickly.

Staff and parents indicated general support for the revised student welfare policy and the challenge of building consistency.

There were eighteen suspensions. There was a need to respond more consistently with aspects of disrespectful behaviour.

There was a need to increase the detail provided in accident reports.

Future directions
All staff continue to build consistency in the implementation of the schools 2009 Discipline Policy in classrooms, the playground and during any other school sanctioned activities. Strategies to support this include:
- Staff provided with a summary flowchart, of the discipline policy.
- Regular discussion sessions that highlight exactly aspect of the policy and what it looks like in practice.
• Staff meeting detailing the processes that are involved when a principal implements a suspension. The mandatory responsibilities of staff, parents and the principal throughout the suspension process needs to be explained. This also applies to the recording of accidents.

• The Technology team ensure that access to computers is equitable.

Curriculum
The school conducted a comprehensive school self-evaluation of both Reading and Maths to determine the area of focus for our National School Partnership Program. These detailed analyses informed the school plan. The Mathematics outcomes will be shared below.

Background
This process included
• Training of the school evaluation team and review process support from the targeted school self-evaluation improvement team
• Extensive analysis of school data and results
• Student and staff online surveys about reading and maths and staff surveys about using data
• Extensive interviews with teachers, parents and students
• Focus group discussions with parents and students

Findings and conclusions
• Enhance programming, planning and numeracy assessment through adhering to the scope and sequence, supporting explicit and systematic and building more consistency 3-6.
• National Assessment Program in Literacy and Maths (NAPLAN) data indicates further improvement in Numeracy needed and strategies to enhance teacher appreciation of validity, reliability and diagnostic function of NAPLAN
• Expand current student profile sharing and tracking of student achievement
• More practical team teaching, lesson studies to support quality teaching practices
• Continue to engage students, clarify learning expectations and standards of attainment with students
• Parents value explicit information about learning, curriculum and progress

Future directions
The findings have been integrated in to the school management plan and include purchasing and implementing the Taking Off with Numeracy Program, an intervention program, a resource audit, review the school scope and sequence, plan to purchase Mathletics, more team teaching, additional teacher planning time, explicit assessment and review of student assessment, further exploration of the Quality Teaching Framework.

Parent interviews will be conducted in Term 1, curriculum information will be available on the school web page and through the newsletter and parent meetings. Numeracy workshops will be conducted, particularly for Stage 2 and 3.

Quality Teaching Survey
As part of a trial conducted to test the relative merits of two systems of survey delivery, we were fortunate enough to be offered the opportunity to conduct surveys of some of our Stage 3 students with respect to Quality Learning Environment and Intellectual Quality and Significance. These items assess teaching practices.

Compared with the combined results of other schools taking part in the trial, we scored higher results for “Always” and “Mostly” in the following domains of Quality Teaching: Background Knowledge, Deep Knowledge, Problematic Knowledge, Knowledge Integration, Cultural Knowledge and Connectedness. This data is summarised in the following graph.

This is an important reflection of the teaching practice in a stage 3 class. These excellent results are indicated by the dark pink in the graph below.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

11 teachers, 81 stage 2 and 3 students and 83 parents responded to the school surveys. All of the staff agreed that they felt welcome as a member of staff, that the school presented a warm and welcoming atmosphere to students, staff, families and visitors. All staff agreed that they
enjoyed working as a team member in both stage and other opportunities and that support was available for administrative and organisational matters. All teachers believed that the student welfare policy supported students, staff and families, letting them know about expectations and consequences of both positive and negative behaviour. Most staff believed that communication systems were effective, that professional learning was provided, staff ideas were acted on, had opportunities to contribute to the planning and organisation of the school, and that staff contribution to the school was valued. 100% of staff enjoy a positive and cohesive professional relationship, 100% of staff enjoy teaching at Colo Vale Public School and 100% of staff believed Colo Vale to be a good school.

Most students agreed that they could cope with the work (93%), that the learning was important and that their teacher took an interest in helping them with their work (94%) and that they could keep up with their work (83%). Most students believed that they were treated fairly in class (87%). Most students believed Colo Vale is a good school.

100% of parents surveyed agreed that Colo Vale PS is an attractive and well resourced school, is well connected to the community, welcomes parental involvement, is a friendly school (98%) that is tolerant and accepting of all students, and encourages parents to contact the school to discuss parent concerns (99%). Most parents agreed that the school offers challenging programs, that students are the main concern (98%) and that literacy (90%) and numeracy (88%) maintains a strong focus. There was strong agreement that the school teaches and promotes values (90%), has a wide range of extracurricular programs (88%), promotes a healthy lifestyle (97%), and now there is strong access to computers and strong technology programs and resources (93%). This survey was conducted in later in the year and indicated that parents believed that fair discipline existed (88%) within the school and the school acts on issues and concerns promptly and effectively (85%). 97% of parents agreed that the school promoted it’s uniform policy and that Colo Vale is ‘a good school’.

**Professional learning**

This year was the inaugural year of two extra staff development days after students had exited the school year. This provided each school with a total of five days training days including one day at the beginning of Terms 1, 2 and 3.

Our professional learning has been based on supporting staff to focus on our key target areas of improvement. This had included Maths, Spelling, Grammar and Punctuation, Writing and Technology. In particular, staff have been enjoying intensive training to support the introduction of 10 Interactive Whiteboards.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

80% of students achieving spelling stage expectations and 92% of students in Year 3 and 5 achieving at or above the national minimum standard in spelling with 6% more students attaining the top two bands.

Strategies to achieve this target include:
- Explicitly teaching spelling stage scope and sequence including high frequency words
- Teaching using diagnostic data from Ants in the Apple Spelling Program

Our success will be measured by:
- NAPLAN assessment results
- Ants in the Apple diagnostic assessments
- Observation of spelling in writing

**Target 2**

80% of students achieving reading comprehension stage expectations and 92% of students in Year 3 and 95% of Year 5 achieving at or above the national minimum standard in comprehension with 6% more Year 3 and 3% Year 5 students attaining the top two bands.

Strategies to achieve this target include:
- Teacher training in ‘Comprehension Across The Curriculum Training’ (CATS)
- Students matched to text for class and home readers with a focus on vocabulary and complex sentences development
- Parent training and student support
- Monitoring student progress and allocating support through the Learning Support Team

Our success will be measured by:
- NAPLAN assessments
- Student growth through school assessments such as PM Benchmarking and Curriculum Based Assessments
- Student survey of attitudes to reading

**Student debating team**
Target 3
80% of students achieving grammar and punctuation stage expectations and 90% of students in Year 3 and 5 achieving at or above the minimum national standard in grammar and punctuation with 6% more students attaining the top two bands

Strategies to achieve this target include:
- Explicit teaching of Grammar and Punctuation Scope and Sequence
- Focus on Grammar and Punctuation in writing
- Collaborative planning and support for individual students

Our success will be measured by:
- Student NAPLAN results
- Reviews of class programs
- Assessing and benchmarking student grammar and punctuation in writing

Target 4
Increase the percentage of Year 3 students in the NAPLAN numeracy attaining the top two bands (currently 16 %) to 19%
- Increase the percentage of Year 5 students in the NAPLAN numeracy attaining the top two bands (currently 23%) to 26%
- Reduce the percentage of Year 3 students in the NAPLAN at or below the minimum standard (currently 22%) to 19%
- Sustain the low percentage of Year 5 students in the NAPLAN at or below the minimum standard (currently 8%)

Strategies to achieve this target include:
- Specific staff training in Taking Off with Numeracy (TOWN) Program, Team Leadership and Data Analysis (DASA)
- Individually benchmarking students on Mathematical Learning Frameworks
- Matching students to learning frameworks or continuums to explicitly teach utilising the Taking Off with Numeracy (TOWN) Program
- Individual intervention programs to support the teaching of Place Value

Our success will be measured by:
- Review of NAPLAN results and growth from Year 3 to Year 5
- Surveying student attitudes to maths
- Student progress over time as measured through the growth of individual intervention plans

Target 5
100% of staff utilising Technology for communication and supporting teaching and learning

Strategies to achieve this target include:
- Professional development in interactive whiteboards and website communication
- Expansion of the school website
- Increased computers, hardware and new server to enhance reliability

Our success will be measured by:
- IWB’s used regularly during teaching instruction
- Increasing usage of computer technology for learning e.g. Mathletics
- Surveying student attitudes, engagement and skills

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

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Parents can find 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:
www.schools.nsw.edu.au/asr