2008 Annual School Report
Colo Vale Public School

NSW Public Schools – Leading the way
Our Key Messages

Principal's message

Colo Vale has enjoyed another vigorous year of learning and achievement. Our school is intent on implementing our school values, delivering quality education and seeking continuous improvement.

Some of the many highlights include the fabulous completion of our expanded playground with the bush tucker garden. This was a day where the community united to complete a long term project that included earthworks during Easter, irrigation development during the July holidays and finally the laying of the turf and building of gardens. This has realised a long awaited dream of extending our school playground and widening the Bush Fire Asset Protection Zone around the school.

Volunteer Rural Fire Services complete the Hazard Reduction Burn

Other extensive projects include the completion of the Bush Fire Protection Project resulting in one block, the hall and the back of the staff room being fully screened, trees reduced, Bushfire Hazard Reduction Burning by the Rural Fire Services and more! We are a very fortunate school to have enjoyed the talents and commitment of a dedicated group of parents.

Pictured below are three of our parents who were part of our ‘Landscape Committee’ Team: Robyn Sandor, P&C President, Sarah Connolly and Bronwyn Johnson.

Another highlight of our school year was our wonderful Education Week. We enjoyed dressing in period costume and participating in a re-enactment of the opening of the ‘Colo Vale Railway Station’ with the Local Community Association. Together as a school, we have accomplished much and look forward to continued growth and learning.

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

P&C and/or School Council message

Parent and caregiver involvement through the P&C and School Council as well as individually, continues to be strong. The community is always welcomed and encouraged to build learning partnerships. Significant achievements include:

- Collaboratively formulating the Annual School Survey which resulted in 74 responses, contributing data to assist school evaluation and planning;

- Participation in finalisation of the discipline policy;

- Outstanding fundraising to support education programs including, Mothers Day Stall, Fathers Day Stall and raffle, P&C Calendars, three special treat days and Bunning’s BBQs;

- Completion of the new playground area and “Bush Tucker” garden. Parents, Mr. Paul and Mrs. Karen Hardie presented this project to the Goulburn and Highland Principals at Goulburn;
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 the P&C Obstacle-a-thon.

The Arts Committee- had fun setting up for Friday Assemblies and term assemblies as well as organising art competitions and craft days.

The Environment Committee- coordinated the recycling, composting, “Clean Up Australia Day”, and helped with the School Eco Garden and other environmental events.

The Welfare Committee- organised the Talent Quest, made improvements to the Year 6 area, made behaviour award announcements at assemblies, put up and brought down the flags each day and fundraised for charities.

During the year we had great opportunities to improve our leadership. We went to the Young Leaders Conference where we were inspired to become better leaders. One of the messages was that you always try to be the best you can be and become a positive role model for 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 say to everyone to have a go at being a school councillor. We have enjoyed leadership opportunities all during the year. We have all learnt how to accept responsibility. We all had a great time!

Sarah Byden & Elysha Eccleston- Arts
Jordan Powell & Andrew Johnson- Sports
Emily Hardie & Alana O’Reilly- Welfare
Amanda Powell & Abby Jenkins- Environment

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.

Our school continues to grow. In 2008, our school team and community nurtured 114 girls and 150 boys totalling 264 students. Boys continue to outnumber girls.
Student enrolment profile

![Enrolments](image)

Student attendance profile

![Student attendance rates](image)

Student attendance is generally excellent and continues to be above the region and state performance levels.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>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>15</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>6</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1Z</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>6</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>14</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>12</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>9</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>16</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>16</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>11</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>13</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>15</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>10</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>18</td>
<td>28</td>
<td></td>
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<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></td>
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<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
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</tbody>
</table>

Structure of classes

Colo Vale formed 11 classes including a mixture of straight and multi-age classes designed to optimise student learning.

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

In 2008, the school had a total of 15.307 teaching positions and a team of non teaching staff including 2.52 positions and three part time support officers to assist students with disabilities.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher for Release Teaching</td>
<td>.462</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.420</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>District Support Teacher Learning</td>
<td>.6</td>
</tr>
<tr>
<td>Part time Teacher</td>
<td>.5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.225</td>
</tr>
<tr>
<td>Total</td>
<td>15.307</td>
</tr>
</tbody>
</table>

Staff retention

The school maintained most staff and was fortunate to increase the student enrolment resulting in an additional class and permanent teacher. We welcomed Mrs. Grace Provino to 2/3P. A new Support Teacher for Learning Assistance, Mrs. Michele Williams, was appointed through the Merit Selection process. We welcomed Ms. Kim Mason, an American exchange teacher, to Kindergarten while teacher, Mr. Mark Berry, experienced education in Seattle.
Pictured is Ms. Kim Mason presenting the school with a book about 'Washington State'.

The school has successfully supported the promotion of two of our Assistant Principals, Mr. Grant Galbraith and Mrs. Jacqueline Murphy-Cann to achieve the Principalship.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95%.

**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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>185,572.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>119,841.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>121,808.63</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>67,667.44</td>
</tr>
<tr>
<td>Interest</td>
<td>13,412.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40,327.29</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>548,629.58</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 15,559.57
- Excursions: 29,251.76
- Extracurricular dissections: 22,148.92

Library: 5,269.48

Training & development: 6,840.90

Tied funds: 131,442.94

Casual relief teachers: 43,536.02

Administration & office: 49,815.51

School-operated canteen: 0.00

Utilities: 19,141.27

Maintenance: 7,110.48

Trust accounts: 26,437.49

Capital programs: 7,777.07

**Total expenditure** 364,331.41

Balance carried forward: 184,298.17

A full copy of the school's 2008 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 2008**

**Achievements**

**Arts**

The arts provided many opportunities for students with visiting performances and learning activities by Oz Opera's "Barber of Seville", "The Zoomobile", "The Planetarium" and an author discussing ideas for 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 special occasions.

This year the school was fortunate enough to perform in the Prom series of concerts. These children were all from Stage 2. The students also performed at the Opera House in the Recorder Concert Series.
The school has an ongoing commitment to teaching recorder. The school presented junior, middle and senior performances featuring dance, drama and song. The seniors produced a musical, “Australians All!” All children participated. A dance teacher assisted some class performances.

The foyer, hall and classrooms continued to feature student artwork. Students likewise displayed their artwork at the Bowral High School Exhibition and the Bowral and District Arts Society "Kids on Show" exhibition. The children also enjoyed a “Book Parade” during Book Week.

Each class had a book theme to share.

Sport
The students of Colo Vale P.S continued to enjoy daily fitness activities in 2008 along with Sport organised on both a class and grade basis.

Sports taught included rugby league, AFL, soccer, t-ball, newcombe ball, basketball, cricket, golf and hockey. Skill development, cooperative play and sportsmanship, and minor games were all taught during these sessions.

Our students were offered opportunities to participate in carnivals including Swimming, Athletics and Cross Country. A number of students were successful in reaching District and Regional representation.

Pictured is footballer, Nathan Hindmarsh, presenting the team with their awards.

Additionally, a number of our students participated in trials for Zone teams including basketball, rugby league and soccer. One student was selected onto the Rugby League team.

We entered teams in the Hindmarsh and Noble Cups for Rugby League run by Country Rugby League. Our Hindmarsh Cup Team surpassed all expectations by making it to the Grand Final where they were gallant in defeat.

Other sporting bodies that provided Gala Days for the students to enjoy included NSW Touch, AFL and NSW soccer. These were run in conjunction with the Wingecarribee District PSSA.

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.

The school sport programs were again well supported by the SRC Sports Committee. Along with organising the sports shed and lunchtime borrowing of sports equipment, they also assisted with the Athletics Carnival and Cross Country where they acted as officials. They regularly set up equipment to be used for afternoon grade sport, ran lunchtime sport competitions and were highly enthusiastic in their assistance to the P&C when setting up for the Obstacle-A-Thon.

Congratulations to the parents of Colo Vale who offer much support through their attendance at sporting venues, providing student transport, exemplary behaviour and sportsmanship, and school spirit.

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

**Literacy – NAPLAN Year 3**

Thirty eight students sat the test. Sixty six percent of students achieved the top three bands. The overall achievement was just below the state average. Boys performed at the regional and state average.

*Literacy lessons in progress.*

Year Three has similar performance to the state and regional average with eighty six percent of students in the top three bands. Girls performed better than boys with fifty five percent in the top two bands.

Sixty seven percent achieved the top three bands. Boys performed better than girls.
Sixty six percent of students achieved the top three bands.

**Numeracy – NAPLAN Year 3**

Fifty seven percent achieved the top three bands. Boys performed above the regional and state average in Number, Patterns and Algebra.

**Literacy – NAPLAN Year 5**

Forty one percent achieved the top three bands with boys performing better than girls.
Boys performed above regional average with fifty one percent achieving in the top three bands.

Forty two percent of students achieved in the top three bands.

One hundred percent of students achieved above the minimum national standard with no students in the lowest band. Boys performed better than girls.

Year 5 students made above state and regional average progress in reading.

Year 5 students were just below the regional average progress in writing.
Average progress in writing between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5

Year 5 students performed below the regional and state average.

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Aboriginal Education

Using assessment of similar programs from 2007, all Aboriginal students and parents were invited to attend meetings to develop Individual Education Programs to support focussed educational outcomes particularly in the areas of numeracy and literacy.

Multicultural Education

Our community has a low multicultural representation. Colo Vale has little experience with cultural diversity. However, multicultural perspectives form a part of the basis for many of the teaching/learning programmes within classes. Additionally, two staff members have been trained in Anti-racism procedures.

Respect and responsibility

The school formed a Discipline Committee comprised of parents and staff. This committee consulted extensively with staff and the community through the Parents and Citizens Association and the School Council. This produced a comprehensive new School Discipline Policy that was formally launched in Term 4. The school values, the Department of Education Core Rules and clear responsibilities are integral to the policy and practice.

Respect Yourself
Respect Others
Respect the Environment

This initiative has been richly supported through school initiatives, teacher training, class programs and school activities. All current and new families
received a copy of the new Discipline Policy. The school republishes the Discipline Overview each semester in the Banksia Bits.

This also included the introduction and training of the “You Can Do It” Program that is based on positive self esteem model. Parents and staff have been trained in this new program.

Anti-bullying programs remain in place including an Anti-bullying Puppet Performance designed to encourage safe play and cooperative respectful behaviours.

The Student Representative Council model respect and demonstrate a range of civic responsibilities. Students represented the school at the ANZAC March and Remembrance Ceremonies.

**Student Welfare**

Colo Vale Public School continues to place great emphasis on establishing and implementing quality student welfare programs to support the safety, the security of all students in a stimulating learning environment.

- After consultation with the P&C, the National Drought Relief Tied Grant was largely spent on subsidising school excursions in 2008. This supported our school Student Assistance Program. The school accessed the Stewart House Program;
- This year a new student welfare program was introduced. The program is called “You Can Do It” which incorporates positive behaviour with relationships and nurtures emotional well being through an effective teaching program that encourages positive parenting and community support.
- The school continued to support students with disabilities by providing specialised programs.
- Senior students enriched school activities and practised leadership skills through the Student Councillor Leadership Program.
- More students achieved Gold Badges Awards in 2008. Students who received Silver and Gold Badges enjoyed afternoon tea with the Principal and other privileges.
- Students enjoyed recognition of their efforts or progress through End of Term and Education Week assemblies.
- The Learning support staff continued to work closely with teachers and parents to support students with specific needs. Learning Support Teachers, The Reading Recovery Teacher, Teachers Aides, School Counsellor, School Principal and integration co-ordinator worked collaboratively to improve student access to the curriculum.
- A writing competition for Highlands Market Place resulted in student, Christopher Hansen winning $500 for the school.
- Students from Years 5 and 6 participated in a successful 5 day camp at Milson Island.

**Technology**

The technology capacity has been improved by increasing the bandwidth available to each student for e-mail and research purposes. The system has also been upgraded with all computers being integrated into a single operating mode, with programmed timed computer re-imaging and restoration. This represents a leap forward and has allowed children to access their work and class projects using any computer seamlessly.

More efficient and effective printer set up has allowed printing from any computer in the school to the nearest vacant or idle printer. This improvement allows single as well as multiple copy featured printing.

Newer model computers with integrated additional hard drive space has increased the capability of the system to carry faster, larger and more capable programs for the children to access and use.

New safety protocols have been introduced by the Department of Education to improve student protection on the internet.

**Public Speaking**

In Semester One, all students from Stage 2 and 3 participated in public speaking lessons within their classes, culminating in a Years 3-6 competition from which we selected four representatives for the Multicultural Perspectives Public Speaking Competition. We welcomed five schools from the region to our school as we hosted the Local Final of this event with one of our students achieving a Highly Commended Award.

**Debating**

During Semester One, the school participated in two Debating competitions; one was locally organised, the other was the state wide Premier’s Debating Challenge. Two teams, one for each contest, represented the school with success in both competitions. Colo Vale won each of their local debates and three out of four of the Premier Challenge Debates.
Loopline Mastermind

A new initiative this year was the Loopline Mastermind Competition held between 4 local schools. This event involved a Stage 2 and a Stage 3 team working together to solve a problem set for them on the day. The students were required to present their findings as a team in an innovative and creative way. We were fortunate in hosting the second of these days with our Stage Three team winning its section.

Debating team after a recent winning competition.

Enrichment Days

Students from Stages 1, 2 and 3 attended a series of Enrichment Days which focused on specific topics including Visual Arts, English, History, Science and Mathematics. These days provided students with opportunities to work with like-minded children from a number of different schools under the guidance of experienced tutors to explore areas of particular interest.

Progress on 2008 targets

Target 1 Writing Targets

48% of Year 3 students will achieve Bands 4 and 5 in Writing as measured by the National Assessment Plan (NAPLAN)

51% of Year 5 students will achieve Bands 5 and 6 in Writing as measured by the NAPLAN

Our achievements include:
- 44% of Year 3 students achieved Bands 5 & 6
- 55% of Year 5 students achieved Band 6 & 7
- Year 5 exceeded the three year strategic target for writing in 2008
- Regular writing practices occurred with a particular focus on narratives
- Stage teams benchmarking writing against criteria ensured consistent teacher judgement and improved writing standards
- Teachers trained in the narrative marking guide and implemented Ants in The Apple Spelling Program
- Ants in The Apple Grammar and Punctuation resources were purchased
- 21% of Year 5 students achieved in the top two bands
- Teaching spelling LIPI program in the early years.
- Additional support teaching was provided to assist writing skills of low achievers.

Target 2 Reading Targets

22% of Year 3 students will achieve Band 5 (currently 20%)

29% of Year 5 students will achieve Band 6 in Reading and Language as measured by the NAPLAN (currently 21%)

Year 5 student will achieve 6.4 growth in skill bands.

Our achievements include:
- 14% of Year 3 students achieved the top band
- 10% of Year 5 students achieved the top band
- Student growth from Year 3 to Year 5 for boys was 81.7%
- Student growth from Year 3 to Year 5 for girls was 73.4%
- Continued monitoring of reading growth through the collection and analysis of data utilising PM benchmarking and assessments.
- Reading assessments took place twice yearly to ascertain reading fluency levels
- Implemented comprehension teaching strategies using teacher training
- Purchased resources to promote reading
- Utilization of LIPI program to promote phonics
- Early intervention support was implemented through specialist teaching programs and the Reading Recovery Programs.
- Home Tutor Program promoted reading development in targeted children.
- Literacy processes and expectations outlined in Kindergarten Orientation and Parent Sessions.

Target 3 Maths Targets

55% of Year 3 students will achieve Bands 4 and 5 in Measurement and Space as measured by the BST (currently 42%).

25% of Year 5 students will achieve Band 6 (currently 24%)

Year 5 students will achieve 8.5 growth in Numeracy skill bands as measured by the BST (currently 8.1 skill bands).

Our achievements include:
- Daily Maths groups maintained
• Scope and Sequence completed and implemented in Early Stage 1, Stage 1 and Stage 2
• Common Assessments across the Stages each term
• Purchase of equipment to maintain adequate and current classroom resources
• 27% of Year 3 students achieved Bands 4 & 5 in Measurement & Space as measured by NAPLAN (ie BST Bands 4 & 5)
• 12% of Year 5 students achieved Bands 7 & 8 as measured by NAPLAN (ie BST Band 6)
• Year 5 students achieved an average 70.5 growth in Numeracy as measured by NAPLAN
• Year 5 girl’s average growth from Year 3 was just above the state average growth

NB The range of possible Skill Bands and the unit for measuring Growth in NAPLAN are different from those used in the past to report on Basic Skill Test results.

Target 4

Most Aboriginal students will achieve Reading and Numeracy expectations as measured by school assessments.

Our achievements include:
• Successful results for most indigenous students

Target 5

Years 1 – 6 will have utilized the Secure Internet Browser.

All staff accessing Secure Internet Browser for professional communication.

Increased usage of internet and technology in teaching and learning.

Our achievements include:
• Communicating daily by email; and
• Significant training on building intranet skills.

Educational and management practice

This year the school has focused on assessing and reviewing the Emergency Planning Procedures. There were 74 survey responses.

Background

This area is a practical assessment of current practices and procedures to respond to three key types of emergencies: Response to Bushfire, Jurd Park Evacuation and Lockdown.

The Bushfire Response is when everyone evacuates to the Administration Block because this is the designated Bushfire Refuge Building as mandated by the Rural Fire Services.

The Jurd Park Evacuation is the response to fire, bomb, gas alert where everyone needs to leave the premises and meet at a central point a safe distance from school.

The Lockdown organisation is about optimising safety by staying out of sight and locked inside. Some examples of Lockdown situations include dangerous dogs or adults exhibiting violent behaviour.

The school has an Emergency Plan in place and practises these procedures every 6 months. The plan is revised each year. Information about these plans has been published in the newsletter. Parents, students and staff were surveyed about their knowledge and implementation of the plan and suggestions for further improvements.

Findings and conclusions

All staff, 90% parents and students surveyed agreed that the school conducted emergency drills and that they were practiced each year.

All staff, 90% parents and 66% of students were aware that the plan was revised and updated each year.

All staff, 87% of parents and 93% of students were aware that the organisation was displayed around the school.

All staff, 86% of parents and 100% of students were aware that the information was shared through the newsletter. Scripture teachers participated in an explanation at a meeting before joining the school in two of the emergency drills.

88% of students surveyed and 80% of parents were clear about what to do. All staff knew what to do but identified a need to improve the evacuation signals as they were hard to hear and sometimes unclear.

Future directions

Maintain regular rehearsals and regular updates to the community.
Review and purchase multi-evacuation sirens that clearly can be heard across the entire school. Maintain whistles in case of power failure.

Curriculum
Technology is part of the Science and Technology curriculum. Technology has been targeted to assess and support the implementation of technology in teaching and learning programs.

Background
A sample of 55 students, 16 parents and all staff were surveyed to support the evaluation process. An independent Technology Audit was also conducted by the Technology Advisor at the invitation of the principal. The school has a computer lab and most classrooms share a pod of one to four aging computers. There is also a small group of mobile laptops available to be taken to classrooms. The school has wireless capability including all staff laptops networked to the photocopier. All classes have a digital projector. The lab received 10 new Macintosh computers in 2008.

Daily email communications commenced to all staff. All teachers have a laptop. Some of the Technology technical support was outsourced to an independent technician.

Findings and conclusions
The technology audit revealed that the school would be required to purchase a new server, upgrade the laptops memory capacity and organise a computer network audit.

Most students do have a computer at home and have internet access and only some use the computer for homework. Less than half of students surveyed used the computers at school for email or on a regular basis. However, they did use the computer for games(96%), internet research (65%), movie watching, (at home), music downloads(40%), News/weather(12%), movie making/photos(18%), podcasts (12%), puzzles (17%) and internet telephone(7%).

86% of students stated that school work would be more interesting with computers and 92% think that computers will help them with their work.

All staff have computers and most use computers for lesson preparation. Most staff have internet access at home. However, most staff do not believe that there are enough computers. Two thirds of staff believe that their computer skills are average to above and believe that there is enough professional learning.

Future directions
Install the new server and complete network audit.

Continue professional development and computer purchase program.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

The School Council conducted their Annual School Survey.

90% of stage surveys and 88% of total responses regarded Colo Vale as an excellent or good school.

83% of responses agreed that Colo Vale had an excellent or good educational program.

85% of parent surveyed agreed that Student Welfare Programs addressed the needs of their child and that 88% of parents thought that the school addressed their needs.

Communication featured as a particular school strength. 99% of parents thought that the newsletter, Banksia Bits, was effective with strong support for both office 91% and teacher communication 94%, including class letters and interviews.

Gymnastics 97%, sport, Gala Days 93% and fitness 89% continued to be very well received. Excursions 92% and the extra-curricular programs were again all highly thought of ranging between 80-93%.

Spelling, grammar and punctuation, comprehension, maths and using technology to support learning were identified by the community as areas that require additional support. Parent response also indicated that there were many questions in these areas that they were unsure about the response. This is consistent with our school targets.

The Parents and Citizens (P&C) Uniform Shop was highly regarded at 93%. 78% of parents regarded the P&C as effective and 77% regarded the School Council as effective. However, it is important to note that 20% of respondents were ‘unsure’

Colo Vale Playgroup meets every Thursday.
Professional learning

Professional learning is a key to support learning and improvement. All teachers and school administration and support staff participate in professional development. This includes three staff development days, weekly staff meetings, stage meetings, team time, guest speakers and attendance at training outside of the school. This year the Community of School commenced the development of the Professional Learning Community. This has resulted in a prestigious National Grant to support ‘Values in Action School Project’ (VASP) and raising $48,000 for the local schools. Colo Vale Principal is the Deputy Coordinator for this major middle school, Year 5-8, project.

Key training included:

- Mandatory training in Child Protection, Anaphylaxis and First Aid.
- Revising Non-Violent Crisis Intervention Training, and extensive technology training to support the development of the school intranet.
- Development of Maths Scope and Sequence Program and attendance at the Maths Network Meetings.
- Support of school key focus areas including attendance at Best Start Assessment Training for Kindergarten teachers to implement next year, leadership training and the Regional Linkages conference.
- Total expenditure included both the Professional Learning Tied Grant and additional school funds totalling approximately $9 000.

School development 2009 – 2011

Our three year plan has established outcomes and target areas with the aim of achieving the school purpose, values, the Department of Education and Training Priorities and promoting student achievement. This plan is developed from careful consideration of school data and parent feedback. The key areas address literacy through specific measurable targets of achievement in spelling, comprehension and grammar and punctuation, numeracy, technology, suspension reduction and focused on task learning.

Targets for 2009

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.

Strategies to achieve this target include:

- Focus on spelling through the teaching of LIPI 1 and LIPI 2;
- Implementation of Ants in the Apple and balanced spelling programs; and
- Professional development and consultancy support.

Our success will be measured by:

- Pre and post testing using Ants in the Apple, South Australia Spelling Test and the assessment of spelling in writing;
- Analysis of National and Assessment Planning Program (NAPLAN); and
- Parent and student surveys.

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

Strategies to achieve this target include:

- Professional development on teaching comprehension, and additional resources; and
- Focused teaching comprehension skills.

Our success will be measured by:

- Pre and post testing using a range of assessment techniques;
- NAPLAN results; and
- Positive parent and student feedback.

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 minimum national standard in grammar and punctuation with 10% more students attaining the top two bands

Strategies to achieve this target include:

- Professional development on teaching grammar and punctuation; and
- Consistent teaching practices implementing the grammar scope and sequence.

Our success will be measured by:

- Pre and post testing using a range of assessment techniques;
- NAPLAN results; and
- Positive parent and student feedback.
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.

Strategies to achieve this target include:
• Implementing the new school Maths scope and sequence as a guide to programming and assessment in all classrooms;
• Establishing and maintaining regular Common Assessment Tasks related to the Scope & Sequence;
• Ensuring consistency of daily Math sessions;
• Relevant professional learning; and
• Sharing Maths expectations with parents

Our success will be measured by:
• Positive and effective change in teaching practice as evidenced by pre and post evaluation of Quality Teaching practices in the teaching of Measurement, Data, Space & Geometry
• Improvement in students’ performances in Measurement, Data, Space & Geometry as shown by regular assessment including pre and post testing of knowledge and skills

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

Strategies to achieve this target include:
• Reliable school internet and improved website
• Professional development and training to support individual needs; and
• Purchasing additional site licences and resources

Our success will be measured by:
• Increased student and staff usage of internet;
• Student and parent feedback; and
• Review of teaching with technology in learning programs.

Target 6
10% reduction in student suspensions

Strategies to achieve this target include:
• Full implementation of the “You Can Do It” social skills program;
• School focus on teaching school values; and
• Full implementation of new discipline policy.

Our success will be measured by:
• Analysis of welfare and discipline data; and
• School survey results.

Target 7
Increased on task learning time.

Strategies to achieve this target include:
• Preservation of quality teaching time; and
• Observation and analysis of student engagement in learning

Our success will be measured by:
• Pre and post analysis of effective teaching time; and
• Pre and post analysis and survey of students engaged in learning.

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: