Colo Vale Public School
Annual School Report

Excellence, innovation and success in a caring community

www.colovale-p.schools.nsw.edu.au
Messages

Principal’s message

Colo Vale has enjoyed another amazing year. Together we work to model, plan and aspire to “Excellence, innovation and success in a caring community”.

Our big ideas include:

- **The formal launch of the Bowral Learning Community at the International Cricket Hall of Fame on 17 March 2011.** This was indeed a celebration of our Bowral Learning Community; our children, community and learning teams.

- Special guests included famous ex-students. Our alumni guests were Craig Reucassell from the media group The Chaser Team, Miriam Lyons, who leads the Centre for Policy Development.

- **Final Year of Our Numeracy National School Partnership.** Highlights included presenting our school programs at the National School Partnership Conference and reviewing student improvements.

- **Engaging students in enrichment and extension programs** including the Academically Gifted Program, Opportunity Class and enrichment opportunities such as chess, art competitions, recorder group, instrumental group, gymnastics, dance, debating, public speaking, cooking, eco-garden and sustainable living, technology and Loopline Mastermind competitions.

- **Dedication to nurturing all students** through our Learning Support Team, learning, assessment and reporting programs.

- **Quality teaching focus through team teaching and feedback.**

![Image of students](image1.png)

Engaging and supporting our community. Pictured is Jeanette Schofield with the launch of a new Colo Vale book, with an article from the school.

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 message

The P&C have once again had a productive year. Fundraising for 2011 consisted of Pizza Days, Ice Cream Days, our very popular Mothers Day and Fathers Day Stalls, Billy G’s Cookie Dough and Raffles as well as a whole School Dance to finish off the year.

![Image of mothers day stall](image2.png)

All classes have once again been involved in the Eco Garden which provides all students the opportunity to learn. Market stalls were held when there was an abundance of fresh produce to be sold. The Eco Garden continued to cook with different Classes throughout the Year.
The canteen continually monitors our menu to ensure we meet the current Healthy Eating Policies. Due to the number of volunteers the Canteen has continued to open Wednesdays and Fridays throughout 2011.

The Uniform Shop continues to open Tuesday afternoons, Monday and Friday mornings providing a quality service for our school community.

Book Club has been valuable to our school again this year. Whilst not benefiting the P&C, resources are provided direct to the Library to benefit our children. Book Club relies on a volunteer from the P&C to successfully coordinate the brochures, organization and distribution.

Expenditure of P&C Fundraising included the purchase of 2 digital cameras, a contribution of $3000.00 towards 2 air conditioners, Kindergarten and Year 1 readers, electric stove, frypans and mixer for the Creative Arts Room and a contribution to the Year 6 T-shirts.

The P&C would like to thank all volunteers that have contributed their time throughout the year. Without our volunteers none of the above purchases would be possible.

Colo Vale P&C President, Stacy Hansen

Student representative’s message

This year the Sports Committee opened the Sports Shed on a daily basis. The Sports Committee helped set up for the Athletics Carnival and Cross Country. We also organised, in conjunction with other schools, a Sports Mufti Day to raise funds for new Zone Sport Uniforms.

The Environment Committee of Year 6 students has done excellent work this year. Every Friday they have collected and recycled the school’s recycling bins. They have also helped plant, weed and maintain the school’s Eco Garden. The Eco garden has plots for each class with vegetables, herbs or flowers growing. Fresh produce from the garden has been harvested by the children and used for preparing healthy food at school.

Every child participated in Clean Up Australia on Schools’ Clean Up Day and planted trees on Schools’ Tree Day, adding to the many trees and shrubs that beautify the school grounds.

Thirty Year 5 students attended the Wingecarribee Environment Day to learn the many different ways to sustain and improve our environment.

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. They also organised the Easter Hat Parade and Annual Easter Egg Hunt.

Matthew Hansen, Sports Councillor

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
There are more boys than girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>146</td>
<td>150</td>
<td>148</td>
<td>135</td>
<td>133</td>
</tr>
<tr>
<td>Female</td>
<td>106</td>
<td>114</td>
<td>124</td>
<td>123</td>
<td>125</td>
</tr>
</tbody>
</table>

Management of non-attendance
A systematic plan is in place to encourage and maximize student attendance including regular communication with parents. School attendance is monitored regularly. Parents are contacted weekly and the Home School Liaison Officer supports the school attendance program.

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

<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>KH</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KZ</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes
The 11 classes consisted of 4 multi-age and 7 straight 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>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. The school enjoys an experienced staff. Currently, there are no Indigenous staff members.

Staff retention

Colo Vale continues to maintain a largely stable staff. Mrs Susan Stewart transferred at the close of 2011.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary

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

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Colo Vale Parents and Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

The Arts provided many opportunities for students, with learning opportunities and visiting performances provided by two excellent Oz Opera events.

The School Instrumental Group, comprised of students, parents and staff performed at Term Celebration Assemblies and other special occasions.
Fifteen recorder students rehearsed before school for two terms and then in Term 3 they performed in the Instrumental Festival Mimosa Concert at the Sydney Opera House.

Year 3-6 students presented a matinee and two evening performances entitled “A Blast from the Past: Rocking through the Stars”, while K-2 entertained their audience with items from the theme “It’s Show Time”.

Some children had the opportunity to attend gifted and talented enrichment days at Bowral working with established artists. Students’ artwork was a feature of the Bowral Learning Community of Schools’ Education Week display at one of the local shopping malls. Students displayed their artwork at the Bowral and District Arts Society “Kids on Show”, with one student receiving a Highly Commended Award.

The foyer, hall and classrooms continued to feature student artwork.

This year, all students participated in a whole school dance program in term 4 culminating in a performance and P&C fundraiser. This was a great success that developed skills and contributed to our school community identity.

The school held successful Swimming, Cross Country and Athletics Carnivals this year. From these events students were chosen to represent the school at the District Level. Some students went on to represent the District at the Regional Level, which was a great achievement.

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 tennis, softball, soccer, cricket, netball, hockey, touch and aussie rules. Several students reached zone and regional level in a variety of sports. Our students also participated in WDPSSA Swimming, Cross Country and Athletics Carnivals, as well as in WDPSSA Soccer, Touch Football and AFL Gala Days.

Sport

At Colo Vale in 2011, students from Kindergarten to Year 6 took part in weekly class-based and stage-based sport sessions. This included learning and practicing fundamental movement skills, such as throwing, catching, kicking and striking, and playing sports such as basketball, newcombeball, bocce, soccer, t-ball, touch, golf, lacrosse, dodge ball and cricket.

Skipping ropes were once again available in the playground every lunchtime and recess, providing opportunities for students to develop their fitness whilst having fun.
The school once again entered CVPS Rugby League teams in the Hindmarsh Cup, for Years 3 & 4, and the Noble Challenge, for Years 5 & 6. This was a round robin tournament run by NSW Country Rugby League in Term 2, and involved both teams travelling to Robertson and playing several games each on the day.

Once again, 50 students from Years 2-4 participated in a Learn to Swim scheme. The students swam daily during weeks 8 and 9 in Term 4, learning swimming and water safety.

Finally, the SRC Sports Committee had a number of different sporting duties over the year. They opened the sports shed every lunch time and recess for children to borrow sports equipment. They also helped run activities at the Athletics Carnival and acted as officials at the Cross Country Carnival.

**Debating**

This year the Colo Vale Debating Team was involved in the Premier’s Debating Challenge. The team competed in four debates against schools from around the zone. Colo Vale won three (two outright and one by forfeit) and lost one. These fantastic results placed them second in the zone on a count back. The Colo Vale Debating Program will be expanded next year to include both a Junior and Senior team, both of which will enter the Premier’s Debating Challenge in 2012.

**Public Speaking**

Throughout 2011 all Stage 1, 2 and 3 students participated in educational public speaking programs. All students from K to 6 were given opportunities to develop and practise their public speaking skills by leading assemblies and participating in performance opportunities. Additionally, students were engaged in class-based public speaking competitions, preparing and delivering formal presentations, and curriculum-based public speaking teaching and learning programs.

All Stage 2 and 3 students participated in the DEC Arts Unit’s Multicultural Perspectives Public Speaking Competition, and two Stage 2 students, and two Stage 3 students progressed to the district finals.

All Stage 1 students participated in a whole Stage public speaking competition, resulting in the selection of Stage 1 finalists and winners.

Three students from Stage 2 and 3, and a classroom teacher attended the DEC Arts Unit Public Speaking and Debating Regional Camp as an opportunity to develop and practise knowledge and skills relating to public speaking and debating.
**Academic and Enrichment Programs**

Students in Year 3-6 sat the NSW University International Exams in English, Spelling, Writing, Science, Mathematics and Computer skills. Outstanding results included a High Distinction in Science, two distinctions in Writing and Spelling and seven credits across the different areas.

Two students have also been successful in sitting external exams and have entered selective Opportunity Classes. Another student has entered the Bowral Learning Community Academically Gifted Class one day a week program. The Loopline Mastermind competition for Stages 2 and 3 continued where teams were challenged to problem solve and present their solutions to an audience.

*Congratulations Linden on achieving an outstanding High Distinction in Science. This represents the top 1% in the state.*

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Girls performed significantly better than boys with consistent performance in the top two bands.
Excellent progress demonstrated in spelling. Girls are consistently outperforming boys.

Excellent progress demonstrated in Grammar and Punctuation. Girls performed better than boys and were consistent with the state trends.

**Numeracy – NAPLAN Year 3**

*Seniors perform at the School Concert*

Girls performed better than boys with an improving average in the top two bands and a clustering around the middle bands.

**Literacy – NAPLAN Year 5**

Boys performed better than girls with a clustering in the middle.
Students are pictured writing and focusing on spelling and punctuation.

Girls and boys performed consistently. There is a distinct *improvement* in spelling consistency and 3-6 performance.

A pleasing result! Girls achieved above state average.

Boys performed better than girls.

### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.8</td>
<td>96.5</td>
</tr>
<tr>
<td>SSG</td>
<td>88.8</td>
<td>93.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

The school continues to make *excellent* progress above the state average growth.
Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>62.0</td>
<td>85.1</td>
</tr>
<tr>
<td>SSG</td>
<td>83.2</td>
<td>75.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

The school continues to make excellent progress above the state average growth.

The school continues to make excellent progress above the state average growth.

The school and state are focusing on Grammar and Punctuation.

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5</th>
<th>2008-2010</th>
<th>2009-2011</th>
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<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
<td></td>
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</tr>
</tbody>
</table>

The school continues to make excellent above state average progress in Numeracy.

Minimum standards

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

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

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|-----------------------------------------------|-----------------------------------------------|
| Reading                                      | 94.7                                          |
| Writing                                      | 94.7                                          |
| Spelling                                     | 97.4                                          |
| Grammar & Punctuation                        | 94.7                                          |
| Numeracy                                     | 94.7                                          |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|-----------------------------------------------|-----------------------------------------------|
| Reading                                      | 100.0                                         |
| Writing                                      | 93.3                                          |
| Spelling                                     | 100.0                                         |
| Grammar & Punctuation                        | 93.3                                          |
| Numeracy                                     | 100.0                                         |

Significant programs and initiatives

Aboriginal education

We have continued to gather regular assessment data for all our Aboriginal students. After consulting with the students themselves, their parents/carers, their teachers and the Learning Support Team, we have collated an Individual Learning Plan for each student. 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. Our Aboriginal
students are generally performing at or above grade expectations in both literacy and numeracy.

All students undertake lessons and activities generated by an Aboriginal Perspective across KLAs. eg During the year, Stage Two classes studied “Australia, You’re Standing In it” and “Then and Now”, with both units incorporating significant opportunities for students to develop their knowledge and understanding of Aboriginal history in Australia.

In celebration of 2011 Naidoc Week, a special whole school Assembly was held where sharing from the classes took place around the theme “Change: the next step is ours”

Acknowledgement of Country is embedded as regular practice at weekly assemblies and other formal school events.

Members of staff have regularly attended local AECG meetings and other local community events in order to maintain a strong connection with the local community. The school regularly acts as a conduit of information between these local groups and the parents/carers.

Multicultural education

Our school, situated as it is in the Southern Highlands of NSW, has a context of relative monoculturalism and so our multicultural programs are particularly significant. Multicultural education is partially addressed through a multicultural perspective that is evident across different KLAs across stages throughout the year. It also involves specific units of study.

In HSIE, the classes from Stages 2 and 3 each studied a different Asian culture. This culminated in a very successful Multicultural Day. Inter class visits allowed a comparison of the similarities and differences between some of our neighbouring cultures. The day culminated with a special whole school assembly and an Asian food lunch provided by the canteen.

The Multicultural Public Speaking competition involved all students across Stages 2 and 3. This involved research on the issues of multiculturalism as it affects Australians today.

HSIE excursions across the stages also served to increase our students’ exposure to and understanding of multicultural Australia.

Multilit Support Reading Program

Fourteen students from Year Three to Year Six have benefitted from the Multilit Program this year. Developed by Macquarie University, the Multilit Program concentrates on three main areas of reading: word attack (sounds), sight words and reading texts. The students started at their individual level of need and they all progressed, due to having half an hour daily individual tuition. The older students have successfully completed the Multilit Extension Program. We are very grateful to our parents and community volunteers who have contributed hours of their time towards the success of this program.

Student Welfare

Colo Vale Public School continues to strongly focus on the implementation of quality student welfare programs, which enable students to learn in a safe, happy and healthy environment. These programs foster the inclusion of all children.

Some of the programs that have been implemented in 2011 include the:

- “You can do it” program across the school, which provides students with useful social strategies. This year’s focus areas have been on
the skills of Resilience, Persistence, Getting Along, Organisation and Confidence.

-Rewarding of students who achieved silver and gold badges with a variety of privileges including an afternoon tea with Mrs Quist (Principal). This year 137 students received silver awards and 2 students received gold awards.

-Recognition and celebration of students’ achievements at End of Term assemblies.

The expansion of the Colo Vale School website has provided opportunities to celebrate school achievements in the wider community.

The Learning Support Team has continued to monitor students who may be having difficulty with literacy or numeracy, behaviour or social skills, or those demonstrating particular talents. This team ensures students have access to the support or programs that they need to become successful learners.

Many learning assistance programs have been implemented across the school by the Reading Recovery Teacher, Learning Support Teacher, School Counselor and School Learning Support Officers. These programs assist students with specific needs to improve learning outcomes.

National partnership programs

2011 was the final year of the Taking Off with Numeracy National Partnership Program. This extensive program focused on quality teaching in Maths K-6. 100% of Year 5 students exceeded the national minimum standards in 2011.

Kindergarten Language Learning and Literacy (L3)

This intensive interactive reading program has produced outstanding results. 63% of students are reading at reading levels at or above Level 12, 31% are reading between levels 9-11 and 6% are reading at levels 6-8. There are no students in the bottom two levels. This means that all Kinder students exited the year, with strong developmental reading skills.

Progress on 2011 targets

Target 1

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.

Our achievements include:

- Exceeding expectations with both Year 3 and Year 5 achieving 97.4% and 100% at or above the national minimum standard.
- Year 5 exceeding the target with more than 6% achieving proficiency and Year 3 maintaining their current performance.
- 85% impressive average growth and achievement in the 2009-2011 average and Year 3-5 growth of 90%, well above state average.

Target 2

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

Our achievements include:

- Exceeding expectations with both Year 3 and Year 5 achieving 95% and 100% respectively. There was no increase in the top two bands.
- Exceeding the state Year 3-5 growth, with 93% improvement compared to state 74% average.
- Year 5 (Boys-19 students) have improved by 17 scale scores from the 2010 data in the test aspect of Reading.
Target 3
90% of students in Year 3 and 5 achieving at or above the minimum national standard in grammar and punctuation with 3% more students attaining the top two bands.

Our achievements include:

- Exceeding expectations with both Year 3 and Year 5 achieving 95% and 93% respectively. There was no increase in the top two bands.
- Performing at state Year 3 to Year 5 growth expectations achieving 82.1%

Target 4
Sustain 36% of Year 3 students attaining the top two NAPLAN numeracy bands (currently 42%).

Increase the percentage of Year 5 students in the NAPLAN numeracy attaining the top two bands (currently 19%) to 22%.

Reduce the percentage of Year 5 students in the NAPLAN at or below the minimum standard (currently 14%) by 3%.

Our achievements include:

- Exceeding the Year 3 to Year 5 growth expectations with 99.8% of students significantly improving, compared to the state average of 94%.
- Exceeding expectations by successfully reducing students at or below the minimum standards by 4.5%.
- Mostly sustained strong Year 3 results in the top two bands (29%).

Target 5

- 100% of teachers utilising technology for communication, contributing to the school website and supporting teaching and learning

Our achievements include:

- All staff developing class web pages.
- All staff increasing their use of technology for communication, professional sharing, storage and data retrieval and professional development.
- All teachers improving their Interactive Whiteboard expertise, and increased use of technology to support individual needs.
- Commencing using the connected classroom facilities.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school evaluated Learning and Maths.

Educational and management practice
The school conducted parent, student and staff surveys about Learning. The school has had a focus on developing Quality Teaching as part of our National Partnership in Numeracy, with an emphasis on Stage 2 and 3. This has included additional planning, assessment, team teaching and increased differentiated teaching strategies and monitoring of student progress.

Background
Students, staff and parents were extensively surveyed.

Findings and conclusions
Students, parents and staff mostly agreed that:

- There were stimulating and secure learning environments (100%)
- There was communication about student learning between home and school (100%)
- There was additional learning support at school (100%)
- The school had high expectations (85%)
- Teachers upgraded skills and shared ideas to improve teaching practice (93%)
- Teaching practice was reflected and reviewed
- Students tried to do new things

Future directions
Students would benefit from increased group work to support learning needs, independent work and a shift to students accepting more responsibility for their learning.

Curriculum
Maths was reviewed to support the evaluation of the National School Partnership Program and the impact on learning outcomes.
Background

Students, staff and parents were surveyed extensively.

Findings and conclusions

All staff agreed that they had developed

- A deep understanding of the Mathematics K-6 syllabus, were confident in the implementing the curriculum and held high expectations for student achievement
- A variety of ways to teach problem solving, and a range of strategies to help students
- Explicit criteria and feedback to students on how to improve their numeracy skills
- Data assessment and NAPLAN analysis information help plan maths teaching and professional development
- Parents, teachers and students shared that Mathletics, a software program was not always used consistently.

Future directions

Improve the consistent use of Mathletics, and increase student tracking to monitor student achievement.

Parent, student, and teacher satisfaction

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

The P&C collaboratively contribute to the school survey.

Their responses are presented below.

The school received some outstanding feedback.

Parents(98%), staff(100%) and students(100%) strongly agreed that Colo Vale PS is attractive and well resourced, is connected to its community and welcomes parent involvement(98%). Parents are encouraged to contact their school to discuss concerns and the school is friendly and tolerant, accepting of all students(95%). Students are the school’s main concern(95%) and there is a strong focus on literacy and numeracy(97%). Students have access to a variety of sport and fitness activities(88%) and promotes a healthy lifestyle(88%). Other features include supportive welfare programs(parents 78%/ staff 100%), acts on issues promptly(81%/ 96%), has competent teachers(89%/100%) and the student report reflects ability and progress (89%). Good behaviour is acknowledged(97%) and the school teaches and promotes values (94%).

And impressively, 97% of parents agreed that ‘Colo Vale is a good school’.

Professional learning

All teaching staff participate in regular professional development.

- All teachers (15) participated in the five staff development days addressing a range of compliance training including CPR, Emergency Care, Code of Conduct, Child Protection, Aboriginal Education and Work, Health and Safety. Weekly staff meetings likewise continue professional development in our targeted areas.
- School leadership was supported through the Assistant and Aspiring Leadership Conference with numerous opportunities encouraged.
- Professional development funding was sourced from a tied Teacher Professional Learning Grant ($11,142), National School Partnerships and global school funds.
- Our SASS office team participated in regular training including the attendance at the SASS Conference. Other training was centred on implementing and supporting school targets. Significant and registered programs include Taking Off with Numeracy, Leadership, Connected Learning and Interactive Whiteboards. Kindergarten and Year 1 teachers also trained in L3, a comprehensive literacy program. Individual training and other targeted professional development in curriculum areas including music, physical education and dance were also supported.
- There are no permanent new scheme teachers working towards accreditation.
- NSW DET Analytical Framework for Effective Leadership and School Improvement in literacy and numeracy continues to inform school planning.
- The National Numeracy School Partnership has provided additional resources to promote team teaching, stage release time, effective school coordination and professional training.
School planning 2012—2014

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

School priority 1: Literacy

Outcome for 2012–2014

Improved literacy outcomes focused on reading comprehension, spelling, grammar and punctuation

2012 Targets to achieve this outcome include:

- 92% of students in Year 3 and Year 5 achieving at or above the national minimum standard in reading with 2% more Year 3 (currently 28.9%) and 3% more Year 5 (currently 10%) students attaining the top two bands.
- 93% of students in Year 3 and 5 achieving at or above the national minimum standard in spelling with 3% (currently 26.9%) and 3% (currently 20%) more students attaining the top two bands.
- 91% of students in Year 3 and 5 achieving at or above the minimum national standard in grammar and punctuation with 3% more Year 3 students (currently 26.3%) and 3% more Year 5 students (currently 16.6%) attaining the top two bands.
- Increased percentage of students (currently 62.1%) achieving at or above expected growth in reading to 64% in 2012

Strategies to achieve these targets include:

- Professional training and implementation of the “Focus on Reading Program”
- Professional development in spelling and grammar and punctuation
- Student monitoring, data review and quality teaching support
- Differentiated learning programs
- Embed NSW Quality Teaching framework
- Learning Support Team planning and addressing specific needs

School priority 2: Numeracy

Outcome for 2012–2014

Improved numeracy outcomes through student engagement, effective evidence based teaching, assessment and tracking

2012 Targets to achieve this outcome include:

- Increased percentage of Year 3 and Year 5 students attaining the top two bands (10%).
- Sustain 5% or below in bottom two bands in both Years 3 and 5.
- Evidence in programs, assessment and teaching of evidence based teaching and relevant assessment.
- Evidence of continuing differentiation in teaching learning programs K - 6.
- Increased knowledge and profile of Mathematics with students and parents.

Strategies to achieve these targets include:

- Professional development
- Implementation of the North Coast Scope and Sequence
- Differentiated learning programs
- Monitoring, assessing and tracking student outcomes along the numeracy continuum
- Maintain technology support & Mathletics
- Embedding effective lesson support
- Revised Student Welfare Policy and strategies to increase student engagement and positive learning behaviours

School priority 3: Curriculum

Outcome for 2012–2014

Effectively prepared and implemented the new Australian Curriculum with strengthened teacher capacity to improve student outcomes through quality teacher practices including effective integration of technology

2012 Targets to achieve this outcome include:

- All teachers trained in progressive mandatory curriculum
- Commence auditing curriculum resources including digital resources to support learning programs
- Parent and student engagement through communication and targets include: training
Strategies to achieve these targets include:
- Progressive professional development and Bowral Learning Community Staff Development Days
- Commence auditing school resources for the new curriculum

School priority 4: Aboriginal Education
Outcome for 2012–2014
Effectively implemented the Aboriginal Policy and learning programs to support Aboriginal student attainment and cultural awareness

2012 Targets to achieve this outcome include:
- Partnership agreement 2010-2012 signed with the Aboriginal Education Consultative Group and Colo Vale
- 100% of staff trained in cultural program- ‘No Gap, No Excuse” Modules 1 and 2
- Promote and engage student and community support

Strategies to achieve these targets include:
- Enhance relationship with the Aboriginal Education Consultation Group through attending meetings, planning training and school events
- Professional development in cultural competencies
- Engage students and parents in the development of Aboriginal student Personalised Learning Plans
- Promote the employment and engagement of Aboriginal people in school activities

School priority 5: Leadership
Outcome for 2012–2014
Increased school leadership capacity at all levels to lead evidence based school improvement, instructional leadership and succession planning

2012 Targets to achieve this outcome include:
- Staff supported to build individual and school leadership capacity
- Implementing effective TARS and EARS processes and goal setting
- Increased student leadership training

Strategies to achieve these targets include:
- Staff engage in leadership training and mentoring programs
- Staff assume diverse leadership roles
- Staff engage in Relieving Leadership roles in the Bowral Learning Community
- Year 6 participate in Bowral Learning Community Leadership Training Program
- Staff supported to attain accreditation with The Institute of Teachers
- Promote community leadership and engagement

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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