## CONTENTS

School priorities and targets for next year

<table>
<thead>
<tr>
<th>Priority</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ICT</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Numeracy</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Environment</td>
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<td>4</td>
<td>Wellbeing</td>
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<tr>
<td>5</td>
<td>Global Citizenship</td>
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<tr>
<td>6</td>
<td>Science</td>
<td>9</td>
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</table>

Student Enrolment 10

Student Attendance 11

Student Achievement - Literacy 12

- Numeracy 15

School Opinion Survey 18

Teacher Retention 19

Teaching Staff Attendance 19

Teacher Qualifications 19

Expenditure & Teacher Participation in Professional Learning 20

Value Added Programs 20

Financial Records 21

Signed..................................  Signed..................................
Craig Harms          Chris Bayly
Chair., Governing Council  Principal
Priority 1 - ICT
School priorities and targets for next year

Priority 1 - ICT

Progress with ICT

- Induction was held for all staff at the beginning of the year in ICT.
- EdCap survey was completed by most staff, some for the second year to gauge and guide performance management plans and teachers’ professional development in ICT.
- New server, 8 PCs and 2 laptops purchased through rolling replacement strategy. Server was to be in place during term 3 holidays, revised to January holidays.
- Peripheral devices purchased such as 5 scanners, microphones, 3 digital cameras and 6 webcams to support teaching and learning programs.
- Purchased 2 Interactive Whiteboards, one for a Primary Years class, to have one being trailed at all levels of schooling and one for the resource centre for all classes to access and to support professional development of teachers. Teachers were supported during library lessons in the use of IWB.
- Two Projectors were purchased and placed in Middle Years Program classes, with money raised through fundraising.
- ICT Committee, which includes parents, continued through out the year.
- Easiteach (IWB software) Hub group was established by the school across the state via Centra online links.
- Assistant principal was described, without input by the ICT Committee, for 2008-2012 and appointed, Rob Warncken.
- Staff released to develop their skills and shared what they had learnt with other staff through an expo in term 4. Staff conduct their own supported “Inquiries” into an aspect of ICT which they shared with staff. Topics included:  
  * Photostory
  * Tessellations Inquiry though ICT
  * Student created learning objects
  * Student created musical score
  * Developing an IWB Course
  * Using an Interactive Whiteboard
  * Student Created IWB lessons
  * Easiteach software
- Staff had access to Professional development in the use of ICT including Interactive Whiteboards both at the school, within the cluster and the wider area. These included Learning Technologies courses, conferences, and workshops run at the school.
- Students had regular access to computer room for skills sessions. Students were engaged with ICT across the curriculum when it was relevant and useful to them. ICT has been embedded into all areas of the curriculum. The use of Learning Objects and Digital Resources was explored.
- Initial establishment of a wireless network within the vicinity of the library/computer room was put in place.
Targets for next year

- Have **new server** in place during January Holidays.
- Have new images put on **all existing computers** through out the school. This has been delayed since 20th July 2007 due to the new server needing to be in place.
- Computer Hardware rolling replacement strategy continues.
- Liaise with **Feeder schools** such as Blackwood High, Urrbrae, and Concordia regarding student abilities to gain an understanding of secondary school expectations and inform these schools of our students’ ability in ICT to maintain student engagement in secondary years.
- Staff and students access and use **wireless devices** to be included to increase **portability**. This use needs to be planned; RF Field and security issues looked at.
- Leadership redefines “**technical’ support**” to enable selected staff to manage more aspects of the administration of the network.
- Cabling of all areas of the school to be completed

Priority 2 - Numeracy

Progress with Numeracy

- LAN results for Years 3, 5, 7 showed our students achieving results above the state average, with a greater percentage of our students in the top 2 skill level bands compared with the state percentage.
- LAN results collated to discover areas needing further development.
- Recognition of student strengths and growth points and areas needing explicit teaching.
- The LAN test and results are particularly noted by Year 2 teachers who work with their students to ensure all areas are covered.
- Units of inquiry in PYP start to incorporate Mathematical activities.
- Teachers have taken Maths out of the classroom – eg Water Watch, shopping, planning of special projects.
- Teachers collected ideas for mathematical thinking at staff meetings.
- Mathematical software and sharing of mathematical websites supports the curriculum across year levels.
- PD has been accessed to develop skills and confidence in teaching numeracy.
  The Junior Primary teachers attended ‘Targeted Intervention in Maths as a team and members of the Maths Committee attended Learning to Learn in Maths. This was shared with staff at a school training and development session.
- Data continued to be collected to plot the growth of all students.
- Extra funds were allocated to the numeracy budget.

Targets for next year

- Provide PD time to discuss and develop numeracy.
- Maintain and develop resources
- Collect and examine data to discover areas needing greater focus.
Priority 3 - ENVIRONMENT

Progress with Environment
- Code of Practice developed for Junior, Primary and Middle School
- Audit on wastes completed with students
- Student sticker created through Gill Gallery and will be available in 2008
- Enviro Kids Club started and $150 put into their account
- Sensory Garden established
- Previous planted area flourishing

Targets for next year
- Vegetable garden put on hold in 2007 to be reactivated in a new area
- Upper primary plan to construct a Butterfly garden
- Recycling of 5c containers and an investigation into recycling food wastes
- A year 3-5 turtle pond initiative under investigation
- Investigation of a chook run to use food scraps from the school
- Continue with our International Baccalaureate Glossy Black Cockatoo project

Priority 4 - WELLBEING

Children’s Wellbeing and involvement increase when the quality of the relationship between educators and children is strengthened and children’s learning and development is supported by an active learning environment.

Progress with Wellbeing
- Two staff members sent to Learner Wellbeing Training and Development to develop approaches to be used at CVPS
- Staff survey conducted to ascertain priorities for our school. Staff wellbeing seen as vital to developing positive relationships within the school. Student voice and behaviour management also identified as needing attention.
- Staff Professional Development conducted around “Program Achieve”
- Inquiry approach explored to develop units based on promoting Wellbeing
- School involved in Learner Wellbeing Poster Competition. Work displayed at State conference.
- All staff attended Child Protection Training and Development to be implemented in the school next Year.
- Staff completed “Traffic Light activity” to determine students at risk in areas of Learner Wellbeing, Health and Behaviour. Results used to implement programme within the class and also for class placement next year.
- Learner Profile adopted to promote and develop values within the school community

Chaplain
Jo Ross had been Chaplain for four and a half years and left us on a high note. The school applied to Canberra for a Chaplaincy Grant and was successful for the full amount requested ie $60,000 over the next three years. Steve Allen has taken up the
position three days a week as of the end of November. The term Chaplain is now referred to as Christian Pastoral Support Worker. Steve has spent the last few weeks getting to know the school community and will be a welcome support for our student’s wellbeing.

**Student Behaviour**

![Graph showing student behaviour](image)

Coromandel Valley Primary School has a clearly defined process for inappropriate behaviour; warnings, buddy class followed by detention at lunchtime for repeated behaviour. A note is sent home after 3 visits and another after five visits. The latter note warns of internal or external suspension for continued misbehaviour. Violent acts by-pass this process and result in external suspension between 1-5 days. Data for detention and suspension is maintained on the DECS website. Bullying is not tolerated in this school. The school has very low levels of bullying, detention and physical violence.

In total 101 students were sent to detention for Threatened good order of the school (not following school rules) category through the year. Of the 76,800 student days this represents a very low percentage (0.1%) of students requiring detention in this category.

In total 43 students were sent to detention for Rough Play category through the year. Of the 76,800 student days this represents a very low percentage (0.06%) of students requiring detention in this category.

Two students were suspended for physical violence.

**Students with learning difficulties**

The School had (6) students with Negotiated Education Plans (NEP) who have been assessed by a DECS Guidance Officer to receive additional learning support during 2007. All (6) also received support for speech related learning difficulties. One NEP Year 7 student was re-assessed by a Guidance Officer for transition to High School. Thirty (30) students were identified for guidance assessment and (25) were
assessed during 2007, but were not regarded as having significant difficulties. The remaining (5) who are awaiting assessment, will be assessed in 2008.

Four (4) other students have Individual Education Plans.

One student is part of the Disabilities Swimming Program and will continue to be in that program in 2008.

In class support
Students who do not warrant additional DECS paid time can be identified by teachers to receive time from the one hour per class special education time provided from within school resources and managed by Carol Moncrieff. In 2007 there were 19 students receiving additional support via this method.

Learning Assistance Program (LAP)
Students who do not warrant additional DECS paid time may alternatively be placed in the LAP program managed by Carol Moncrieff. In 2007 there were 23 students receiving additional support via parent volunteers.

Aboriginal Students
We currently have four Aboriginal students. Two students receive additional LAP time. Two of these students were assessed by the Guidance Officer, but were not regarded as having significant learning difficulties. Three of the four students are receiving class support time. All have IEP’s in place.

Gifted students
One student was identified for gifted assessment during 2007 and rated very highly. Gifted students are not eligible for any paid assistance time but assist teachers in planning.

Year 1 Early Years Support
As part of the Early Years Strategies, Year one students, identified through our collection of data, received 1:1 support to improve their Literacy and Numeracy skills. Each of these students has shown improvement in their work and now display greater confidence tackling tasks in the classroom.

Jolly Phonics additional support
The school places a very strong emphasis on students leaning the 43 sounds to enable Reception students a strong start in English. This year additional funds were provided from the school to give some reception students some 1:1 support to ensure they each had the necessary skills.

Targets for next year
- Formalise approach to Program Achieve within the school
- Review of Behaviour Management policy and ensure that new policy complements current processes
- Implement Child Protection Curriculum including information sessions for parents
- Develop PYP Inquiry Units which support the development of Learner Wellbeing
Priority 5 – GLOBAL CITIZENSHIP
Children need to understand cultural differences to live in our multicultural society, to contribute effectively in a global society and, to work in a global economy.

Progress with Global Citizenship
- Two long term Korean students to be enrolled at school in 2008
- Sue Matthews presentation to staff about Asian Studies
- All staff teaching a unit of Inquiry on an aspect of Asia to increase intercultural awareness
- Review and purchase of resources that promote Intercultural awareness.

MYP
- Team meeting held every week to promote a more collaborative approach
- Attendance at Cluster meetings twice per term
- Completion of IBO Self Study in preparation for re-authorisation in 2008
- Two units of work written to represent our school as part of Cluster documentation (Humanities unit and Visual Arts unit) required for re-authorisation
- All MYP staff involved in official IBMYP training held at Blackwood High School. Major focus on assessment and reporting to upgrade current cluster format.
- All MYP staff involved in Kath Murdoch seminar to promote and learn the skills of Inquiry pedagogy.
- Learner Profile explored in staff meetings. Staff decision to adopt Learner Profile across the school and adapt posters to suit the age and needs of students. Learner Profile replaces the Festival of Values as they have many overlapping components.
- All yr 6/7 classes involved in Personal Project in Term 4

PYP
- School application for candidate status approved by the IBO
- All staff working with IB Learner profile across the school.
- Certificates awarded weekly to students based on the values of the Learner Profile.
- All staff involved in Kath Murdoch seminar to promote and learn the skills of Inquiry Pedagogy
- All staff involved in official IBO PYP training. Curriculum and terminology explored.
- All staff have worked with Liz Black or Mike Shaw to develop a unit of Inquiry using official IBO Inquiry Planner. Many teachers have taught more than one unit this year.
- Staff voted in favour to continue working with PYP in view of seeking authorization in 2009.
- Staff visits to Immanuel College and Stradbroke Primary to gain a better understanding of the PYP
- Staff working collaboratively on a Program of Inquiry, outlining units of work to be undertaken next year.
• Five staff enrolled to attend IBO PYP training in the January school holidays to further develop expertise at Coromandel Valley P.S.
• German day held successfully in Term four.

Targets for next year
• Achieve reauthorization in MYP
• Signage around school to clearly promote involvement in the IB PYP and MYP
• Incorporate a Chinese focus to coincide with Olympic Games
• All staff to teach at least four Inquiry units within the year.
• Parent Information sessions on IB PYP and MYP
• Refine Program of Inquiry which guides teaching at Coromandel Primary School
• Examine current reporting system with view of incorporating language and terminology of IBPYP
• Explore the use of Portfolios to highlight learning achieved during Inquiry Units
• Closer connection with Global Ed centre to increase teacher understanding and build upon current resources
• Continue to explore Korean/Thai Homestay program
• Attract long term students
• A second flag pole to welcome overseas visitors

Priority 6 - SCIENCE

Progress with Science
• Science Week with an Antarctic theme
• Gill Gallery at the same time as Science Week ran an Antarctic theme
• Lab on Legs
• Some IB Inquiry units developed with a science theme eg machines
• Audit of science resources followed by the purchase of additional resources to fill the gaps
• A subscription to Double Helix
• A subscription to Science Teachers Association (the source of our Science Week Antarctic theme)
• Professional development at Urrbrae Wetlands and also some science at the Primary Years Association conference
• Looked for some science in the new staff selection process
• Peter Boggiano ran hands on chemistry experiments with the year 3-7 students
• School entry to ENG-QUEST competition this year

Targets for next year
• Look to purchase Primary Connections, a hands on science activity program
• Whole school participation in Science Week
COMMENT
Total student enrolment continues to rise from its lowest level in 2004. As predicted there are currently 410 students in the school for term 4. Issues of floor space have been answered by the provision of two additional classrooms that opened in term. A smaller intake of reception students next year should see the school open with around 380 and close like this year around 410 students.
The school attendance data shows that students at Coromandel Valley Primary School have 0.4% better attendance than other District schools and 1.7% better attendance than all other state schools.

Like last year the school was hit by a series of flu outbreaks through the year.

Data for last year shows of the students who left the school, 8% went interstate, 21% transferred to a private school and 61.7% transferred to a government school. The latter two figures are mostly year 7 exit students transferring to high school.
STUDENT ACHIEVEMENT

LITERACY

**Year 3 literacy**

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### Cohort Growth 03-07 literacy

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COMMENT ON LITERACY PERFORMANCE

Our school has also done very well as the following results show. Statistically, a two-point gap is regarded as significantly different.

**Year 3**
Literacy: School average 55.3 and the State average is 50.2
64% of year three students are in the top 2 skill bands compared to 42% in the state.
National Benchmark results: (28) Above the benchmark and (0) below in Reading
(28) Above the benchmark an (0) below in Writing

**Year 5**
Literacy: School average 60.5 and the State average is 57.3
67% of year five students are in the top 2 skill bands compared to 54% in the state.
National Benchmark results: (39) Above the benchmark and (1) below in Reading .
(38) Above the benchmark an (2) below in Writing

**Year 7**
Literacy: School average 67.1 and the State average is 62.9
81% of year seven students are in the top 2 skill bands compared to 58% in the state.
National Benchmark results: (36) Above the benchmark and (2) below in Reading .
(36) Above the benchmark an (2) below in Writing

**Cohort Growth**
This graph shows the achievement of the identical students for when they were in year 3 (2003), year 5 (2005) and year 7 (2007). Between year 3 and five they grew by 4.7 points and between year 5 and 7 they grew by 9.1 points when the average was 6.0 points.

**Percentage in Skill Bands data not available yet from DECS**
NUMERACY

### Year 3 numeracy

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</table>
Our school has also done very well as the following results show. Statistically, a two-point gap is regarded as significantly different.

**Year 3**
- Numeracy: School average 53.5 and the State average is 50.8
- 43% of year three students are in the top 2 skill bands compared to 33% in the state.

**Year 5**
- Numeracy: School average 62.7 and the State average is 59.4
- 57% of year three students are in the top 2 skill bands compared to 45% in the state.

### Year 7 numeracy

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### Cohort Growth 03-07 numeracy

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COMMENT ON NUMERACY

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**Year 3**
Numeracy: School average 53.5 and the State average is 50.8  
43% of year three students are in the top 2 skill bands compared to 33% in the state.  
National Benchmark results: (27) above the benchmark and (1) below.

**Year 5**
Numeracy: School average 62.7 and the State average is 59.4  
57% of year five students are in the top 2 skill bands compared to 45% in the state.  
National Benchmark results: (39) above the benchmark and (1) below

**Year 7**
Numeracy: School average 70.6 and the State average is 66.2  
74% of year seven students are in the top 2 skill bands compared to 49% in the state.  
National Benchmark results: (36) above the benchmark and (2) below

**Cohort Growth**
This graph shows the achievement of the identical students for when they were in year 3 (2003), year 5 (2005) and year 7 (2007). Between year 3 and five they grew by 8.6 points and between year 5 and 7 they grew by 9.5 points when the average was 6.0 points.

**Percentage in Skill Bands data not available yet from DECS**
SCHOOL OPINION SURVEY

DECS Parent, Student and Staff Opinion Survey - 2007
0104 Coromandel Valley Primary School

Comparison of Aggregated School Opinion to District and State Values (top 25%, middle 50%, lower 25%)

**DISTRICT COMPARISON**

**STATE COMPARISON**

Legend:
- 75th percentile
- 25th percentile
- Your School

Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. The mean comparisons can be made between parent, staff and student surveys and typically 90% of the responses are between 8 and 12 in any survey. This black diamond represents current score, and the white dot your previous result of your site participated last year.
COMMENT ON THE OPINION SURVEYS
The survey this year was distributed to 75 parents selected by DECS. Parents responded to the survey on-line. Of the total number of surveys distributed 46% of parents replied. This is a very high return rate in comparison to the rest of the state.

When reading the column graphs the black diamond represents Coromandel Valley Primary School. The centre box is average with the top of the box representing the 75th percentile and the bottom of the box represents the 25th percentile. The position of the diamond to the top of the centre box indicates the upper end of average and the bottom of the centre box indicates the lower end of average.

Coromandel Valley Primary School fits within the average range of parent, staff and student responses when compared with both District and State schools.

TEACHER RETENTION
At the end of the 2007-year we will see;
- Two PAT teachers leaving the school.
- Three contract teachers leaving the school
- One coordinator leadership tenure ending.
Beginning next year we will see;
- A second Assistant Principal in the school
- A new junior primary teacher appointed for 10 years
- One fulltime PAT position in the year 3 class
- Two halftime PAT positions sharing classes with the two assistant principals
- A new Resource Centre teacher appointed for 10 years
- A contract teacher employed in term 3 or 4 for the third reception class.
Total full and part time teaching staff for 2008 will be 20 teachers.
Total full and part time support staff for 2008 will be 8 teachers.

TEACHING STAFF ATTENDANCE
At the end of October the number of staff absence was 143.5
Staff average absence was 4.4% of the total working days to the end of October 2007 which is 2.4% higher than last year. The increase is due to lengthy periods of flu, two lengthy hospital stays and family reasons.

TEACHER QUALIFICATIONS
The number of staff with the following qualifications;
- Diploma of Teaching = 9
- Bachelor of Education = 11
- Other degrees; Bachelor of Teaching = 3
  Bachelor of Music = 1
  Bachelor of Arts = 2
- Graduate Diploma of; Education = 1
  Counselling = 1
- Graduate Certificate = 2
- Master of Education = 1
EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

All staff have completed the 37.5 hours of professional development. Major items of professional development in 2007 include:

- 12 hours of Inquiry Method of learning by Kath Murdoch
- 12 hours of International Baccalaureate Primary Years Program
- 12 hours of International Baccalaureate Middle Years Program
- 7 hours of Protective Behaviours Curriculum.

The total amount spent on professional development in 2007 was $11,000.

Where teachers nominate additional professional development it is generally paid on a 50:50 basis.

VALUE ADDED PROGRAMS

Coromandel Valley Primary School is a school with a very high Literacy and Numeracy results as can be seen from earlier graphs of results. In addition the school has a high number of value adding programs that makes this school a very desirable location.

Some of our value adding programs include:

- Construction of a Pedal Prix vehicle and race at Murray Bridge
- Festival Choir performance at the Festival Theatre
- Jump Rope and Demonstration Team for our years 5 – 7 students
- Wakakirri story dance performance for our years 3 – 5 students
- Two thirds of our students are involved in after school sport
- One third of our students learn instrumental music
- An instrumental music concert
- Dance performance for years 3 – 7 students
- Footsteps Dance for the R-2 students
- State of the art computing facilities
- A specialist science and technology facility
- Gill Gallery for those students with a passion for visual arts
- A LAP program
- A Gross Motor Coordination Program for receptions
- OSCH and Vac Care programs for 50 – 70 students
- Solar boats and solar car program
- Robotics in year 6 and 7
- Access to the Sturt River, Frank Smith Dam and Wetlands for water studies in our science and environment programs such as macro-invertebrate watch, frog watch and water watch.
- All classes in years 2 – 7 attend a school camp each year
- A Studies of Asia program in term 3 across the school and an overseas Home-stay program
- German Day
- Wheels Day
• Rainbow Day
• Sports Day
• District Sports Day
• Cluster Sports Day for year 6 and 7 students
• Program Achieve for social skills development and a Christian Pastoral Support Worker watching over our student well being
• A class buddy system
• Community and Service for year 6 and 7 International Baccalaureate students
• The International Baccalaureate Learner Profile which includes 10 qualities of IB learners which is a mix of values and skills
• The Middle School Program of the International Baccalaureate
• Swimming Day and twilight Sports Day for all students
• Christmas Carols Night
• Early Intervention strategy with support for NEP, IEP, and Early Years students. In addition Gross Motor Coordination skills development data tracking of student performance
• Grandparents Day
• Bookweek Parade
• Participation in the Blackwood Pageant
• Science Week

FINANCIAL RECORDS
Attached are the;

• General Ledger Balance Sheet
• Profit and Loss Statement for the year ending period