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Signed………………………….. Signed…………………………..
Ian Parrott     Chris Bayly
Chair, Governing Council   Principal
School priorities and future directions for next year

Priority 1 - ICT

Progress in 2008

- Assistant Principal appointed and began 5 year tenure with ICT as a focus area.
- 3 Year Strategic plan developed in conjunction with the ICT Committee and all staff.
- Induction held for new staff at the beginning of the year.
- New server in place throughout January holidays with a smooth beginning to the school year.
- Printing capacity was increased dramatically with a large volume colour duplex printer purchased and installed as well as 4 smaller mono printers positioned around the school for more convenient access.
- 30 new PCs were purchased and installed moving away slightly from the previous rollout strategy so that the ICT Room now has all similar hardware, instead of the previous configuration of 23 PCs of one make and 6 of another.
- 3 Resource Centre computers upgraded
- 3 software “builds” completed to make all software congruent across our school. One on 30 new PCs, one on the 7 HPs and one on the 27 IPEX(Black) PCs
- All older computers moved, decommissioned and disposed of fitting in with our environmental focus.
- Targeting Maths (software program), 5 microphones and 8 headsets purchased as part of spell-a-thon fundraising and added to whole school build.
- ICT committee continued this year as two groups to cater for different meeting times/people’s needs.
- Purchased 4 Interactive Whiteboards and peripherals bringing the total to 8 IWBs across the school at varying year levels.
- 6 staff attended the National Interactive Whiteboard Conference in Melbourne and are aiming to develop a new IWB focus group.
- Staff attended Training and Development sessions both on and off site run by a range of Coro staff including Photo Story, Office 2007, Blogging etc.
- Blogging Guidelines developed by ICT Committee and shared with all staff and Governing Council.
- Staff involved in using ICT skills to record testing results and data achievement for DECS.
- ICT Room being used regularly by classes/groups with an occupancy rate of 93.6% of the allowable time.
- Students were engaged with ICT across the curriculum, where relevant and useful. ICT was embedded into different areas of the curriculum through Units of inquiry for both PYP and MYP.
- Year 6/7 classes continued their involvement in the “Robotics” program linked to the MHC.
- Recently won a quiz from Platypus Lock ‘n’ key for free school wide Intranet, value - $1500
Future directions

- Formalise IWB use and Training and Development as more IWBs are added across the school with the aim being that all classrooms have an IWB within 24 month period. Develop IWB ‘learning group’- possibly link with other school.

- Update and modify school Internet site

- Develop local site Intranet making it very user friendly, investigate Platypus Lock’n’Key system – develop greater e-communication across the school, provide planning and learning links to PYP and MYP.

- Consider developing group of ICT student experts, which could help support students, staff and groups within the school.

- Staff to complete EdCap survey for training and development planning.

- Staff develop own ICT individual learning plan and T&D supports plan.

- Investigate/purchase software to monitor/charge classes for printing costs.

- Consider future technical support – best/cost effective process, making sure that CVPS retains ownership of the network.

Priority 2 - ENVIRONMENT

Progress with Environment

- Vegetable Garden
  - Tubs purchased
  - Placed in design and filled
  - Classes designated tubs per class group
  - Plants grown
  - Electronic garden book in staff folder

- Sensory/Native Garden
  - Further planting done (National Tree Day)
  - Area mulched

- Butterfly Garden
  - Design plan established
  - Trialled planting of different species

- Chook Run
  - Successful received $1000 grant through Landcare Australia
  - Decide on site
  - Shed purchased & erected
  - Old vegetable garden pulled down to re-use materials for chook run

- Environment Certificates
  - Printed
o 10 point environment plan established in classrooms linked to our code of practice
  o Many given out at assembly
• Possum Boxes
  o Purchased in kit form
  o Eleven built by Steve & Children
  o Placed in trees around school
• Recycling
  o All classes given instructions & tubs for collecting food waste
  o New compost bin purchased
• Sustainable Schools
  o Joined and will receive further training and development next year
• Solar Schools
  o We have registered as a solar school & compiled 4 Quotes to spend the $50,000 promised by the Federal Government
  o The final application will be sent to fill in details of the quoting process late this year
• Water Audit
  o SA Water conducted a water audit through the school & complemented the school on its low water consumption. They also recommended we install water restrictors to many taps and tanks and also change some taps.
• Amphitheatre
  o The redevelopment of the amphitheatre has started under the direction of J Bryan and B Tonkin

Future directions
• Sustainable Schools
  o Audit using the sustainable schools project. Rubrics to be facilitated by the Southern NRMS
  o Continue professional development by attending sessions offered by the Southern NRMS
• Butterfly Garden
  o Implementing Design
• Amphitheatre
  o Continue Planting on the Northern Side
• Sensory/Native Garden
  o Establish a definite & solid path with some signage
• 10c Containers
  o Purchase 10c container bins
    ▪ Strategically place, middle of school
    ▪ Funds to support community initiative
• Vegetable Garden
  o Establish tiled wall using environment health art design
  o Purchase tank for watering
• Chook Run
  o Cement Floor
  o Fence Run (totally enclosed)
  o Purchase Chooks
• Solar Schools
  o Continue with implementation of proposal
• Water
  o Taps with automatic cut-off in toilets.
  o Toilets have ½ flush
• Helix/Nature Club
  o Investigate possible people to visit, once per term
    ▪ Friends of Frank Smith
    ▪ City of Mitcham, Head Gardener
• Possum Boxes
  o ICT (Possum Eyes)
    ▪ Monitor, magic possum via camera/link to see what is in boxes

Priority 3 - 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 DECS Wellbeing policy
• All staff have received Mandated Reporting training and implemented the Child Protection curriculum
• Bushfire audit conducted with the CFS and a school Bushfire Policy in final draft.
• Walk Safely to School. Coromandel valley participated in this program and supplemented it with a ‘healthy breakfast’ for all the students who participated.
• All students continue to eat a piece of fruit at 10.00am every morning they are at school.
• A staff member attended a wellbeing conference.
• The school continues to be a ‘Road Ready’ school and teaches the Road Ready Curriculum materials to all students.
• All students took part in a whole day Swim Fun day
• The school applied and secured a Premier’s Be Active grant of $1,000. Additional sports equipment was purchase with this funding.

Students with learning difficulties
The School had (5) students with Negotiated Education Plans (NEP) who have been assessed by a DECS Guidance Officer to receive additional learning support during 2008. All (5) also received support for speech related learning difficulties. Twenty (20) students were identified for guidance/speech assessments and only one (1) student out of these students was identified as having significant difficulties to access additional resources. There are still (5) who are awaiting assessment and (3) who are waiting to be re-assessed in 2009.

Four (4) other students have Individual Education Plans.

One (1) student is part of the Disabilities Swimming Program and will continue to be in that program in 2009.
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 2008 there were (49) students who received additional support via this method 1:1 and in small groups.

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 2008 there were 32 students were receiving additional support via parent volunteers. We had an influx of an extra (9) LAP volunteers from the local church (Kid’s Hope Program supported by World Vision Australia). Two (2) of our LAP volunteers were nominated for an “Outstanding Volunteers LAP Award”, “Outstanding School Program Award”, “Outstanding Co-ordinator and Management Award”. One (1) of the LAP volunteers (Sue Wells - 23 consecutive years service) was nominated and won a “Special Service Award” (only 5 in the State) and our co-ordinator also received a “Special Service Award” from the LAP Association for their outstanding efforts in the Learning Assistance Program.

Aboriginal Students
We currently have five (5) Aboriginal students. One (1) student received additional LAP time (1 hour) and another student receives (2.5) hours SSO time. Two (2) of these students have been assessed by a Guidance Officer, but were not regarded as having significant learning difficulties. One (1) of these students has a slight hearing problem and has had a hearing assessment.

Gifted students
We currently have two (2) students who have been identified and rated very highly as gifted students. Gifted students are not eligible for any paid assistance time from DECS. Gifted students are catered for through a differentiated curriculum delivered by the class teacher.

Co-ordination Programme for 5 year olds (“Fun and Games”)
The “Fun and Games” program is a 1 hour program which is split into 3 - 20 minute sessions to assist students who have been identified as having gross motor skill difficulties. Each student remains in this program for 5 weeks.

Christian Pastoral Support Worker – Steve Allen (CPSW)
This has been a very exciting year for Steve getting to know the community of Coromandel Valley PS and them getting to know him. Since taking up the role in October 2007 he has spent as much time as possible moving between classes, being involved in as many activities, events, camps and projects as possible. This has really helped in the successful promotion of Steve and his role in the school environment. In February Steve commenced a contact card system for students, parents and staff to be able to contact him. This has proven to be a success with over 110 contacts made via this system. Most of those contacts were responded to within two weeks. Including other forms of contact he has been involved in excess of 250 interactions. These have involved a wide range of subjects, but especially family (especially around the breaking up of the family) and friendship issues. In the coming year Steve will further promote his role as helper, listener etc by improved and more regular reminders to
each class of how and where to contact/find him. He will also continue to address this through the newsletter articles. He will also signpost his office more effectively and provide information/contact packs to each classroom. He is looking forward to the 2009 year and is really excited after having a successful performance review and his contract extended for the next 2 years, enabling the further building of long term relationships with our beautiful school community.

**Year 1 tuition program**
Twelve students received some 1:1 support under this early years program.

**Premier’s Reading Challenge**
Our outstanding participation in the Premier’s Reading Challenge this year was recognised by the Premier at the recent Premier’s Reception for the Premier’s Reading Challenge held at the Space Theatre. We had 175 R-2 students, 122 Year3-5 students and 81 Year 6-7 students participate. The Premier and the Minister for Education presented two school student representatives with a framed certificate and a bag of books and book vouchers for the library.

**Readers Cup**
In Term 3 the Year 6/7 students read a group of books in order to face a series of questions about the books and be able to represent their class in the Coromandel Valley Primary School Readers Cup. The winning team from 6/7 Veitch then read a different group of demanding novels to represent the school in the local Interschool Readers Cup competition for the first time. They competed against Belair Schools, Mitcham Primary, Clovelly Park Primary, Colonel Light Gardens Primary, Loreto College and St John’s Grammar. Our students were very excited to win the competition, a medallion each and the shield.

**Student Behaviour**

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 or racism is not tolerated in this school. The school has very low levels of bullying, detention and physical violence.

In total 139 students were sent to detention for Threatened good order of the school (not following school rules) category through the year. Of the 76,525 student days this represents a very low percentage (0.18%) of students requiring detention in this category.

In total 52 students were sent to detention for Rough Play category through the year. Of the 76,525 student days this represents a very low percentage (0.07%) of students requiring detention in this category. This is approximately 40% better than last year.

Three students were suspended for physical violence. One of these was suspended twice.

Priority 4 – STUDENT LEARNING

Through the International Baccalaureate Curriculum we aim to develop inquiring, knowledgeable and caring young people, encouraging them to become active, compassionate and lifelong learners.

MYP
- Team meeting held every week to promote a more collaborative approach
- Attendance at Mitcham Hills College meetings twice per term
- Successful participation in Mitcham Hills College re-authorisation. Particular mention given to our Pedal Prix Program, excellent facilities and rigorous units of work.
- Presentation of ideas used at Coromandel Valley at SA-MYP spotlight seminar highlighting the Learner Profile and ICT.
- Three staff members completed an online IB-MYP course to learn about new principles into practice document.
- Middle school team have worked collaboratively on a scope and sequence document to complement existing PYP Program of Inquiry. This is a two year rotating curriculum.
- Development of IB Portfolio enabling students to reflect on their work and set weekly goals. Used as a tool for communication with parents.
- All staff involved in a review of current Assessment and Reporting processes as part of Student Free Day.
- All yr 6/7 classes were involved in Student Initiated Project in Term 4

PYP
- 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 the Sheryl Joseph workshop focusing on Assessment and Reporting
• All staff have worked with Liz Black or Sheralyn Robertson to develop a unit of Inquiry using official IBO Inquiry Planner. All teachers have taught at least four units of Inquiry.

• Staff voted in favour to continue working with PYP in view of seeking authorization in 2010 in line with Eden Hills and Bellevue Heights to share and reduce costs.

• Staff working collaboratively on a Program of Inquiry, outlining units of work to be undertaken within a two year rotating curriculum. SACSA links and curriculum focus areas identified for Units of Inquiry.

• Three staff enrolled to attend IBO PYP training in the January and April school holidays to further develop expertise at Coromandel Valley P.S.

• Survey of school community conducted regarding Assessment and Reporting

• New pin up boards used to display units of Inquiry in Front Office.

• Cameras purchased to support teachers with recording of student Achievement and student reflection.

• German and Music incorporated into new report format

• German day held successfully in Term four.

Future directions for next year

• Signage around school to clearly promote involvement in the IB PYP and MYP
• All staff to teach at least four Inquiry units within the year.
• Parent Information sessions on IB PYP and MYP
• Explore current practices in Mathematics and Science teaching and learning
• Explore theories behind ‘Boys and Education’.
• Explore the use of Portfolios to highlight learning achieved during Inquiry Units to be enacted in first term.
• Closer connection with Global Ed centre to increase teacher understanding and build upon current resources
• Continue to explore Korean/Thai Home-stay program
• Attract additional long term students
• A second flag pole to welcome overseas visitors
• Install the new school sign with new vision statement
STUDENT ENROLMENT

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Total student enrolment continues to rise from its lowest level in 2004. As predicted there are currently 416 students in the school for term 4 including the two Korean students. We predict the school will reach 424 by the end of 2009 and will include three long term Korean students.
ATTENDANCE

The school attendance data shows that students at Coromandel Valley Primary School have 2.3% better attendance than other District schools and 3.8% better attendance than all other state schools.

Like last year the school was hit by a series of flu outbreaks through the year. In addition we had 14 cases of Chicken Pox, 1 case of measles and 2 outbreaks of Gastro and these affected the junior primary attendance rates.

STUDENT DESTINATION

Data in this section is always provided one year behind the current year.

Data for last year shows of the students who left the school, 8.5% went interstate, 19.7% transferred to a private school and 71.8% transferred to a government school. The latter two figures a mostly year 7 exit students transferring to high school.
STUDENT ACHIEVEMENT

LITERACY – Year 3

Special note: This is the first year a nation wide test has been conducted in Australia allowing the direct comparison between our school and every state. Graphs in previous Annual Reports on the website cannot be compared with data in this years report.

![2008 Year 3 NAPLAN Means](image)

Comment

Year three results were outstanding in comparison to all state and national data in relation to Spelling, Grammar, Writing and Reading.

![2008 Year 3 NAPLAN Spelling Results](image)

Comment

When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom two skill bands as these are students who need assistance. The percentages are 67% and 8.1% respectively.
Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom two skill bands as these are students who need assistance. The percentages are 67% and 8.1% respectively.

Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom two skill bands as these are students who need assistance. The percentages are 88.6% and 1.6% respectively.
Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom two skill bands as these are students who need assistance. The percentages are 77.4% and 6.4% respectively.

LITERACY – Year 5

Special note: This is the first year a nation wide test has been conducted in Australia allowing the direct comparison between our school and every state. Graphs in previous Annual Reports on the website cannot be compared with data in this years report.

Comment
Year five results were outstanding in comparison to all state and national data in relation to Spelling, Grammar, Writing, Reading and Numeracy.
Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom three skill bands as these are students who need assistance. The percentages are 92% and 0% respectively.

Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom three skill bands as these are students who need assistance. The percentages are 86% and 0% respectively.
Comment
When comparing Band data you are looking for high percentages of children in the
top three skill bands and very low in the bottom three skill bands as these are students
who need assistance. The percentages are 78% and 2% respectively.

Comment
When comparing Band data you are looking for high percentages of children in the
top three skill bands and very low in the bottom three skill bands as these are students
who need assistance. The percentages are 84.3% and 0% respectively.
LITERACY – Year 7

**Special note:** This is the first year a nation wide test has been conducted in Australia allowing the direct comparison between our school and every state. Graphs in previous Annual Reports on the website cannot be compared with data in this years report.

**2008 Year 7 NAPLAN Means**

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<td>Numeracy</td>
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</table>

**Comment**

Year seven results were outstanding in comparison to all state and national data in relation to Spelling, Grammar, Writing, Reading and Numeracy.

**2008 Year 7 NAPLAN Spelling Results**

**Comment**

When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom four skill bands as these are students who need assistance. The percentages are 85.7% and 2.9% respectively.
Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom four skill bands as these are students who need assistance. The percentages are 77.2% and 2.9% respectively.
Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom four skill bands as these are students who need assistance. The percentages are 69.5% and 0% respectively.
Cohort Growth - year 3 to year 5 Reading

National data norms are set at 25% in the low growth category, 50% in the medium growth category and 25% in the upper growth category. Coromandel Valley results demonstrate learning growth in our students is above average with 62% of our students in the upper growth category and lesser percentages in the lower and medium growth categories.
Cohort Growth - year 5 to year 7 Reading

Comment
National data norms are set at 25% in the low growth category, 50% in the medium growth category and 25% in the upper growth category. Coromandel Valley results demonstrate learning growth in our students is above average with 38% of our students in the upper growth category and lesser percentages in the lower and medium growth categories.
STUDENT ACHIEVEMENT

NUMERACY – Year 3

Special note: This is the first year a nation wide test has been conducted in Australia allowing the direct comparison between our school and every state. Graphs in previous Annual Reports on the website cannot be compared with data in this years report.

![2008 Year 3 NAPLAN Means](image)

Comment
While Victoria was the only state to out perform Coromandel Valley in Numeracy the school performed extremely well and was significantly above SA and national data.

![2008 Year 3 NAPLAN Numeracy Results](image)

Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom two skill bands as these are students who need assistance. The percentages are 67.7% and 11.3% respectively.
Year 5

2008 Year 5 NAPLAN Numeracy Results

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Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom three skill bands as these are students who need assistance. The percentages are 74.0% and 2.0% respectively.

Year 7

2008 Year 7 NAPLAN Numeracy Results

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Comment
When comparing Band data you are looking for high percentages of children in the top three skill bands and very low in the bottom four skill bands as these are students who need assistance. The percentages are 71.4% and 2.4% respectively.
Cohort Growth - year 3 to year 5 Numeracy

Comment
National data norms are set at 25% in the low growth category, 50% in the medium growth category and 25% in the upper growth category. Coromandel Valley results demonstrate learning growth in our students is above average with 56% of our students in the upper growth category and lesser percentages in the lower and medium growth categories.
**Cohort Growth - year 5 to year 7 Numeracy**

![Graph showing 2008 Percentages of Year 7 Students by Growth Category]

**Comment**
National data norms are set at 25% in the low growth category, 50% in the medium growth category and 25% in the upper growth category. Coromandel Valley results demonstrate learning growth in our students is above average with 34% of our students in the upper growth category and lesser percentages in the lower and medium growth categories.
SCHOOL OPINION SURVEY

DECS Parent, Student and Staff Opinion Survey - 2008
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

Parent Opinion

Staff Opinion

Student Opinion

Legend

Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if 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 2008-year we will see;
- Two PAT teachers leaving the school.
- One 0.5 and one 1.0 contract teachers leaving the school
Beginning next year we will see;
- One fulltime PAT position in the year 3 class
- One halftime contract position sharing classes with the one assistant principal
- A contract teacher employed in term 3 or 4 for the third reception class.
- Hopefully an additional teacher from the Premiers Year 3 scheme
- The return of a teacher on accouchement leave half time.
Total full and part time teaching staff for 2008 will be 21 teachers.
Total full and part time support staff for 2008 will be 10.

TEACHING STAFF ATTENDANCE
At the end of October the number of staff absence was 143.5
Staff average absence was 4.0% of the total working days which is 0.4% lower than last year.

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 2008 include:
- Full day – International Baccalaureate Assessment for all staff
- Full day – International Baccalaureate Program of Inquiry for all staff
- DECS project: SACSA peer moderation involving 3 staff @3 days each
- Jolly Phonics training for 6 staff
- Interactive White Board conference for 6 staff in Melbourne
- Regular sessions for staff to improve their computer skills
- Planning sessions developing inquiry units of work

The total amount spent on professional development in 2008 was approximately $16,000

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 added programs that makes this school a very desirable location.

Some of our value added programs include:

- Construction of two Pedal Prix vehicles 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 across 26 teams
- One third of our students learn instrumental music
- An instrumental music concert
- Dance performance for years 3 – 7 students
- Dance for the R-2 students with Peta Long
- State of the art computing facilities
- A specialist science and technology facility
- Gill Gallery for those students with a passion for visual arts
- A Learning Assistance P program
- A Gross Motor Coordination Program for receptions
- OSHC and Vac Care programs for 50 – 70 students
- Solar design program
- Year 3-5 vegetable garden
- Recycling and composting program
- Strong emphasis on understanding the carbon footprint of the school
- Eleven possum boxes constructed and secured in trees on the school grounds
- 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 1 – 7 attend a school camp each year
• A Studies of Asia program in term 3 across the school, an overseas short term Home-stay program and long term stay program for Korean students
• German Day
• Whacky Day fund raiser
• Supporting a World Vision child in Africa
• 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 Years School Program of the International Baccalaureate
• The Primary Years 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
• Book-week 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

In summary the school sits in a favourable financial situation at the end of 2008.

As we move forward with the school sport/arts complex in mind, the school has the necessary $120,000 deposit and capacity to afford the yearly repayments of $39,000 per year. The Governing Council has recommended continued negotiations with DECS central office to establish a new $1.2 million school hall.