ANNUAL REPORT
2009
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Signed Ross Smith...  
Ross Smith  
Chair, Governing Council  
Signed...Chris Bayly  
Chris Bayly  
Principal
SCHOOL CONTEXT
Coromandel Valley Primary School is located in the Blackwood/Belair area in a reasonably high socioeconomic area. The Valley is well vegetated with wildlife regularly seen lending itself to a curriculum rich with an environmental education.

The school was built as a private school in 1873 by the St John’s Church next door and became one of the first schools in the Education Department of the Colony of SA in 1877. The school is the oldest school in the area and had 150 students. The school name is derived from the ship COROMANDEL that carried goods back and forth between England and Australia and New Zealand. She was burnt to the waterline in Coromandel harbour in New Zealand.

The school population has changed from 600 in the 1970s dropping slowly to 250 in 2004. Between 2005 and 2009 the school population has risen to 425. The school is predicted to rise to 500 by 2013. Student attendance is 93.8%. Attendance levels are high.

The school became an International Baccalaureate school in 2004 and along with Blackwood High and 5 other Primary schools in the Mitcham Hills cluster offered a Middle Years Program. We were reaccredited in 2008. The schools formed the Mitcham Hills College of schools in 2007 and co operate closely sharing staff, programs, professional development opportunities and SRC.

In 2008-2009 the school has been in Candidate phase with a Primary Years Program in International Baccalaureate and will seek Pre-authorisation in March 2010 and Authorisation in 2011. The school will continue to offer both programs.

The School Learning Plan currently has 4 priorities – ICT, Environment, Student Learning (International Baccalaureate) and Well being. The Vision Statement and Mission Statement were updated in 2008 in line with International Baccalaureate directions. A new school logo was developed in 2008 and was slowly phased in during 2009.

Coromandel Valley Primary School has many value added programs which makes the school a very busy location including choir, pedal prix, 28 sports teams, wakakirri, jump rope, international student program etc

Coromandel Valley Primary School is a sought after school and it has attracted a very talented staff over the last 5 years with a changeover of 80% between 2004 and 2009. Academic expectations and performance with NAPLAN results are among the highest in the nation. Student learning growth from years 3 to 5 and 5 to 7 are very high in comparison to the nation.
School priorities and future directions for next year

Priority 1 - ICT

Progress in 2009

- Strategic plan updated incorporating use of “School Pride” funding and added new directions.
- Induction held for new and some existing staff at the beginning of the year.
- New network management system in place. ASI monitoring high end issues. Local technician dealing with day to day issues. Local administration access available.
- 12 new IWBs installed across the site meaning that every teaching and learning space now has access to this technology.
- 20 Notebooks purchased and installed for use with IWBs as well as for staff development (ability to take home)
- Whole school network upgraded from 10/100 to gigabit speeds. All switches replaced, including the core – extra ports added for admin.
- New wireless network installed and in use across whole school site.
- Ghosting solution (imaging) set up to make changes to our system easier/faster.
- Printing solution (user pays system) in place to manage consumables – allowing the ability to track user data and amount of resources used.
- Digital cameras available at minimum one between two classes.
- All older computers moved, decommissioned and disposed of, fitting in with our environmental focus.
- ICT committee changed this year – aligning with the format of other committees.
- Trial of ‘electronic’ portfolios in 2 classes.
- Staff attended Training and Development sessions both on and off site run by a range of Coro staff including IWBs, Photo story, Active Inspire intro, Promethean planet, Microphones etc.
- IWB/ActivInspire Training and Development plan implemented for 2010. First session to occur in the week prior to school starting next year.
- Staff involved in using ICT skills to record testing results and data achievement for CVPS/DECS.
- ICT Room being used regularly by classes/groups with an occupancy rate of 96.7% 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.
- New/future budget format in place.
- Some modifications to the CVPS website.
Future directions

- Formalise IWB use and Training and Development – Core group of staff trained by Interactive IT Solutions. Focus groups to be set up.
- Update and modify CVPS Internet site.
- Develop local site Intranet making it very user friendly – 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.
- Promote/encourage some staff to present some Training and Development options.
- Develop program about Cyber safety for both students and parents.
- Consider future technical support – best/cost effective process, making sure that CVPS retains ownership of the network.
- Investigate electronic portfolios further.

Priority 2 – Environment

Progress in 2009

- Vegetable Garden
  - Mural completed and hanging on the wall
  - Plants grown with mixed success
  - Black Duck nesting again
  - Side fence erected as a barrier
- Certificates
  - Not used as often but still a valuable resource
- Sustainable Schools
  - Claire Butler facilitated whole staff PD. Looked at Energy, Water, Biodiversity, Waste Management, Air/Transport and Curriculum
  - Chris Bayly used these key points at an Environmental Conference
- Solar Schools
  - Successful in obtaining grant
  - Lighting changed across school
  - Solar Panels placed on roof
  - Computer program placed on hard drive
- Amphitheatre
  - Planting and redevelopment done
  - All mulched and looking fantastic
- Waste Management
  - Ran a plastic rubbish reduction campaign during World Enviro Week
- Butterfly Garden
  - Area planted and dripper system installed
  - Concrete base for seat/archway
  - Pavers cemented for pathway
• Competitions and Grants
  • Entered the Greenest School
  • St Vinnies Drawing
• Sensory/Native Garden
  • Saved some pavers due to new hall going in
  • Further planting during National Tree Day
  • Isaac Gordon successful in obtaining a grant focusing on “Bringing Back the Birds”
  • Bird Boxes purchased and constructed
• Chook Run
  • Shed and cement floor completed
  • Fox proof enclosure completed
  • Chooks purchased
  • Feeders, Water containers and Nesting boxes purchased
  • Running well, funds from selling eggs used for any future purchases
• Possum Boxes
  • Completed and hanging in trees
  • Trial monitoring established they were being used, but no evidence of “taking up home”
• Recycling
  • All classes collecting food scraps
  • Purchased another second hand tumbler
  • Purchased equipment to assist in washing out containers
  • Steve is teaching groups of children the best practice process
  • 10c container recycled, bins purchased, Russell taken on responsibility with his class
  • Started “Money for Trees” right across school collecting newspaper print.

Future directions
• Vegetable Garden
  • Apply anti-graffiti wash to mural
  • Investigate the type of easily grown vegetables suitable for kids
  • Tank to be installed with tap for easy watering
  • Cost structure or shade cloth for roof
  • Paint poles, perhaps a possible weave on the netting
  • Raise tubs, connect rings and paint
• Certificates
  • Scanned and put onto staff drive for all teachers to access
• Sustainable Schools
  • Collate and use information from Claire Butler for future directions with staff
  • Investigate possibilities of becoming Carbon Neutral
• Solar Schools
  • Monitor energy use throughout the year
  • Trial computer program
  • Increase number of solar panels
• Amphitheatre
  • Install an automatic dripper system
• Waste Management
  • Look at Yard Clean Up Areas and painting bins at the start of next year with a reduction slogan or environment message.
• Butterfly Garden
  • White quarry dust path put in
  • Seat and Archway purchased and erected
  • Watering pots made in art
• Competitions and Grants
  • Continue entering appropriate competitions
  • Apply for future grants
• Sensory/Native Garden
  • Continue planting on embankment area
  • Trial plots with drippers for first year, fence off area
  • Native Garden/Bring Back the Birds
    • Look at possible understory plants and grasses
    • Paint bird boxes, establish location
  • Native Garden/Bring Back the Birds
  • Secure bird boxes and set up monitoring across the classes via webcam
• Chook Run
  • Needs to have a tap watering point to provide water for feeding and cleaning out shed
• Possum Boxes
  • Set up monitoring practises and responsibility
  • Apply for a grant for signage
• Recycling
  • Move and set up shed from next to pool for storage of compost equipment
  • Organise and publish compost systems and processes in consultation with Steve
  • Investigate worm farms
• Water
  • Automatic cut off taps in toilets
  • Investigate the use of “restrictors”
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

- The Child Protection Curriculum has been reviewed by the Wellbeing Team and the JP, MP and UP teachers have been updated with the current government requirements. They have been provided with a two year scope and sequence of the mandatory lessons and documents have been supplied to each year level leader.
- 2 teachers were released to attend a conference to update their knowledge on Child Protection Curriculum in order to assist the Coro staff. During 2010 the teachers and the Wellbeing Team will monitor and assist teachers to implement the curriculum. The wellbeing team will regularly remind teachers to teach the lessons (once per term at staff meetings), to ensure that they are covering the CP Curriculum.
- Bushfire Policy up and running. Fire drills occurring regularly for staff and students. Government introduced ‘Catastrophic’ warnings that will affect CVPS – closures if the CFS advises. Parents advised through nightly news and CFS Website.
- Staff Wellbeing – workshop flyers and articles distributed to all staff throughout the year by the Wellbeing Team. Regular team building activities incorporated into staff meetings.
- The school is in its 6th year of being a ‘Road Ready’ school, teaching road safety and (transport) environmental issues to all students R -7.
- Many CVPS students participated in the Walk Safely to School Day in May – promoting healthy behaviours such as walking/riding bikes to school. Students also enjoyed a ‘healthy breakfast’ of fresh fruit and healthy nibbles.
- Whole school participated in Sports Day activities in Term 1. Many students experienced sports that they would not normally try e.g.: high jump, relay running. Successful day.
- Premier’s Be Active Challenge followed through by a number of classes.
- Years 3-7 participated in end of year Swim Fun Day.
- ‘Fruit time’ continues at 10am each day whereby students refuel with fresh fruit.
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 2009. All (6) also received support for speech related learning difficulties. Of these six (6) NEP’s two (2) left the school in the third term to go to other schools. Fifteen (15) students were identified for guidance/speech assessments and only one (1) student out of these students were identified as having significant difficulties to access additional resources. There are still nine (9) students who are awaiting assessment and nine (9) who are waiting to be re-assessed in 2010. Just recently one (1) student this year was diagnosed (privately) with ASD (Autism Spectrum Disorder) and two (2) were diagnosed (privately) with Asperger Syndrome (one (1) of these students will be receiving a Behaviour Management assessment in 2010). In the first term next year (2010) we have (1) student coming to the school who has ASD (Autism Spectrum Disorder).

Three (3) other students have Individual Education Plans.

One (1) student was part of the Disabilities Swimming Programme in 2009. This student has recently left the school to go to a “special” class at another school.

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 2009, there were (60) 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 2009 there were (40) students receiving additional support via parent volunteers and the Kid’s Hope Program (8) volunteers who are supported by World Vision Australia, all on a 1:1 basis.

Aboriginal Students
We had eight (8) Aboriginal students at the school in 2009, but one (1) left to join his father in another State. One (1) student received 3.5 hours SSO time. Two (2) students received 2 hours each combining LAP and SSO time. Two (2) received 1 hour each combining LAP and SSO time.

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 Program 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.
Early Years 1:1 Intervention
At the beginning of the year students were identified as needing support using the Jolly Phonics Pre Spelling Test. This resulted in 12 students working with our trained SSO’s. As the needs of these students included word blending, sight word recognition and reading a variety of programs were used. These included the Gillon Phonological Awareness Program, the Multilit Reading Tutor Program and a phonemic program which included rhyming alliteration, phoneme matching, sentence segmentation, onset and rime, syllable and phoneme segmentation and phoneme blending.
As these students were progressing very well and scoring well in their spelling and dictation in the classroom now, it was decided to concentrate on 8 identified students from 4 classes during terms 3 and 4. The results have been very reassuring that the programs used are achieving success. All students are writing and sounding words with more confidence and the results are shown in the weekly dictation, their writing and in their reading.

Running Records 2009
Each year teachers in Year 1 and 2 take running records to inform their teaching and assist in identifying children needing additional support. This data is analysed by the Educational Measurement and Analysis team and comparisons are drawn between like schools, state, district, gender, AST1 and NESB students. Coromandel Valley’s results show a high level of reading competence with the majority of the Year 1’s reading levels greater than 16, and the year 2’s level 20 and above. The classes reading levels are generally higher than those across the state, as is the case with our own region. With gender distribution our female students do score slightly higher than the male students. The running records and the comparisons prove useful to plot a student’s progress and compare with the year before and also with like schools.

Premier’s Reading Challenge
We received a certificate from the Premier congratulating our school on our continued outstanding achievement in the Premier’s Reading Challenge. The majority of students completed the Challenge and wear their medals with pride. An in-school competition for those students who wanted to challenge themselves to read more than the required number of books was also a huge success with thousands of extra books being read and tallied up.

World Vision 40 Hour famine
The 40 Hour famine was run here last term with many students keen to take part. A fantastic total of $1,445.10 was raised to help children living in poverty. Special thank you bag tags have been presented to those children who raised over $80 each and one student received a t-shirt from World Vision for raising over $200.00

Readers Cup
Last term the Year 6/7 classes competed to see who would represent the school in the Inter-school Readers Cup Competition. Once the winning team (from 6/7Black/Bradley) was selected they were able to start reading a whole new group of books ready for the Term 4 competition. Our team competed well but the competition was very close with Mitcham Primary School taking the shield by a margin of half a point.
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 245 students were sent to detention for Threatened good order of the school (not following school rules) category through the year. Of the 85,734 student days this represents a very low percentage (0.29%) of students requiring detention in this category. This is up slightly on last year’s percentage but reflects the rise in student numbers.

In total 60 students were sent to detention for Rough Play category through the year. Of the 85,734 student days this represents a very low percentage (0.07%) of students requiring detention in this category. This result is consistent with last year’s result.

Three students were suspended for physical violence and four for threatened good order. One student was suspended twice for physical violence.
Priority 4 – STUDENT LEARNING

IB Middle Years Program

- Team meeting held every week to promote a more collaborative approach.
- Attendance at Mitcham Hills College twice per term.
- Liz Black trained in Singapore as Workshop leader in March.
- Staff presentation at AAIBS conference showcasing use of Learner Profile at our School. 3 staff members attended.
- Continued work on an MYP Scope and sequence to incorporate Areas of Interaction and consider PYP program of Inquiry.
- Workshop presentation at Pedare Christian College highlighting work and practice at our school. 1 staff member attended this conference.
- Development of IB Portfolio enabling students to reflect on their work and set weekly goals. Used as a tool for communication with parents.
- Staff involved in an observation visit to two schools in Melbourne.
- All staff involved in developing consistent units of work.
- All year 6/7 Classes were involved in Student Initiated Project in term 4.
- A review of IBMYP objectives and curriculum criteria to be included in new report format as negotiated with cluster.
- All staff using new MYP planner and familiarised with “From principles into practice”.
- All teachers have attended subject specific planning at Blackwood high school.
- Thyrza Veitch organized Year 7 cluster sports day very successfully.

IB Primary Years Program

- All staff working with IB Learner Profile across the school.
- Certificates awarded weekly to students based on the values of the Learner Profile.
- Staff involved in an observation visit to Melbourne at two prominent PYP schools. Networks created.
- Page included about our school in IBO World Book.
- Development of an Assessment & Reporting policy including details of Portfolio work showcasing learning through student inquiries.
- All staff have worked with Liz Black or Sheralyn Robertson to develop units of Inquiry using official IBO unit planner. All teachers have taught at least four units of inquiry, some have taught six.
- Application forwarded to have a pre-authorisation visit at our school in March 2010, at the same time as Eden Hills to lower costs.
- All staff attended a training and development day conducted by “Kath Short” who is an expert in student Inquiry.
- 2 staff trained in PYP – making it happen, during the school holidays, Chris Bayly trained in Intercultural awareness in Melbourne.
- Staff experimenting with an Eportfolio to showcase work.
- Many staff having open nights to celebrate student learning with the school community.
• New IB display in front office which summarises all units of Inquiry currently being taught within the school.
• Staff review of Program of Inquiry with a major focus on making sure “big concepts” are apparent in learning. Staff also looking at Science and how it is covered in units.

Future directions for next year

• Preparation for pre-authorisation in March 2010.
• Signage around the school.
• All staff teaching 6 units of Inquiry in PYP.
• A focus on Mathematics and Science teaching and learning through the National and Departmental initiatives.
• Constant review of program of Inquiry.
• Look at Specialist subjects and how the teachers work collaboratively with classroom teachers.
• Induction and training for new staff.
• Development of language policy School will have clearer direction of strengths and future directions after pre-authorisation visit.
• Involvement in PYP & MYP network training and development.
Total student enrolment continues to rise from its lowest level in 2004. There are currently 433 students in the school for term 4 including the two Korean students, this is 9 more than predicted. We predict the school will reach 448 by the end of 2010 and 500 in 2013.
Like last year the school was hit by a series of flu and Swine Flu outbreaks through the year. In addition we had cases of Chicken Pox, Slap Face and outbreaks of Gastro and these affected the junior primary attendance rates.
STUDENT DESTINATION

Intended Destinations by reason 2006 - 2008

<table>
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<tr>
<th>Leave Reason</th>
<th>2006 Number</th>
<th>2006 % of Total</th>
<th>2007 Number</th>
<th>2007 % of Total</th>
<th>2008 Number</th>
<th>2008 % of Total</th>
</tr>
</thead>
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<tr>
<td>Interstate/Overseas</td>
<td>8</td>
<td>17.0%</td>
<td>6</td>
<td>8.5%</td>
<td>18</td>
<td>22.0%</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>10</td>
<td>21.3%</td>
<td>14</td>
<td>19.7%</td>
<td>13</td>
<td>15.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>29</td>
<td>61.7%</td>
<td>51</td>
<td>71.8%</td>
<td>51</td>
<td>62.2%</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0%</td>
<td>71</td>
<td>100.0%</td>
<td>82</td>
<td>100.0%</td>
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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, 22% went interstate, 15.9% transferred to a private school and 62.2% transferred to a government school. The latter two figures are mostly year 7 exit students transferring to high school.

STUDENT ACHIEVEMENT

LITERACY – Year 3

Special note: This is the second 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 prior to 2008.

2009 Year 3 NAPLAN Means

Comment
Year three results were outstanding in comparison to all state and national data in relation to Spelling, Grammar, Writing and Reading.
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 82.7% and 11.5% 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 86.5% and 9.6% respectively.
2009 Year 3 NAPLAN Writing 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 two skill bands as these are students who need assistance. The percentages are 74.9% and 9.6% respectively.

2009 Year 3 NAPLAN Reading 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 two skill bands as these are students who need assistance. The percentages are 75% and 5.8% respectively.
LITERACY – Year 5

Special note: This is the second 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 prior to 2008.

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 87.1% and 3.2% respectively.
2009 Year 5 NAPLAN Grammar 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 three skill bands as these are students who need assistance. The percentages are 96.8% and 3.2% respectively.

2009 Year 5 NAPLAN Writing 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 three skill bands as these are students who need assistance. The percentages are 61.4% and 6.4% 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 83.8% and 9.7% respectively.

LITERACY – Year 7

Special note: This is the second 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 prior to 2008.

Comment
Year seven 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 four skill bands as these are students who need assistance. The percentages are 62.9% and 17.1% 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 four skill bands as these are students who need assistance. The percentages are 65.7% 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 71.3% and 8.6% 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 four skill bands as these are students who need assistance. The percentages are 68.5% and 2.9% respectively.
Cohort Growth - year 3 to year 5 Reading

![Bar chart showing percentages of Year 5 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 well above average with 58% of our students in the upper growth category and lesser percentages in the lower and medium growth categories.
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 33% of our students in the upper growth category and a desired lesser percentage in the lower growth category.
NUMERACY

**Special note:** This is the second 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 prior to 2008.

**Year 3**

![Diagram showing 2009 Year 3 NAPLAN Means](image)

**Comment**
While Victoria and NSW were the only states to outperform Coromandel Valley in Numeracy, the school performed extremely well and was significantly above SA and national data.

![Diagram showing 2009 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 66% and 17% respectively.
Comment
Coromandel Valley performed extremely well in numeracy and was significantly above all states and national data.

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 91.0% and 6.1% respectively.
Year 7

Comment
Coromandel Valley performed extremely well in numeracy and was significantly above all states and national data.

2009 Year 7 NAPLAN Means

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 68.5% and 8.6% respectively.
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 **well above average** with 74% of our students in the upper growth category and lesser percentages in the medium growth category and extraordinarily, none in the lowest 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 47% of our students in the upper growth category and a desired lesser percentages in the lower and medium growth categories.
**SCHOOL OPINION SURVEY**

**DECS Parent, Student and Staff Opinion Survey - 2009**
0104 Coromandel Valley Primary School

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

**REGION COMPARISON**

**STATE COMPARISON**

Parent Opinion

Staff Opinion

Legend

- 75th percentile
- Your School
- 25th percentile

Scores have been calibrated across all surveys to give an average of 10 and a deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 75% of the responses are between 0 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**

Graphs of parent and staff opinion are consistent with state comparisons. Student surveys were not done in 2009 due to an error of date on the DECS website.

Many clusters of questions are asked which centre around 4 major areas of the school. Very positive and very negative responses are identified and listed below in both the parent and staff comment. Staff indicated no negative comment.

**Highly positive parent comment**

- This school has high expectations of its students.
- My child's teachers make learning interesting and enjoyable.
- Teachers at this school really want to help my child learn.
- The school has an excellent learning environment.
- Students have enough materials and resources for their learning.
Highly negative parent comment
- The school seeks parent's opinions about educational programs.
- Parents have the opportunity to participate in decisions about their children's education.

As a direct result the school newsletter has started to enclose feedback opportunities on all major school events to allow for parent feedback to be included in school decision making.

Highly positive staff comment
- Teachers clearly explain what students are learning.
- Assessment processes used in the school provide information on students' strengths and areas for further development.
- This school uses student assessment information to evaluate, develop and refine teaching programs.
- Staff are supported by the school in the management of students' behaviour.
- This school has high educational expectations of the students.
- Our school environment is focussed on learning.
- Teachers here have high learning expectations for all students.
- Discipline problems at our school are handled fairly.
- There are effective student behaviour management procedures in the school.
- I have opportunities for effective communication with other staff.
- I am encouraged to discuss and share teaching methods and strategies with other teachers.
- I am happy to be at this school.
- This school is well organised this year.
- I have appropriate opportunities to be involved in decision making.
- My professional needs and interests are met by the professional development provided by this school.

Highly negative staff comment
No comments

TEACHER RETENTION
At the end of the 2009-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 additional teachers from the Premiers Year 3 scheme and Early Years scheme if projected numbers hold.
- One teacher on accouchement leave for the year and another from term 2.

Total full and part time teaching staff for 2010 will be 24 teachers.
Total full and part time support staff for 2010 will be 10.
TEACHING STAFF ATTENDANCE
At the end of November the number of staff absence was 164.5
Staff average absence was 3.59% of the total working days which is 0.41% lower than last year.

TEACHER QUALIFICATIONS
The number of staff with the following qualifications;

- Diploma of Teaching = 10
- Bachelor of Education = 11
- Other degrees; Bachelor of Teaching = 2
  Bachelor of Music = 2
  Bachelor of Arts = 1
- Graduate Diploma of Education = 3
- Graduate Diploma of Counselling = 1
- Graduate Certificate = 1
- Master of Education = 2
- Level 4 Orff Music Education = 1
- Graduate Diploma of Business Administration = 1

EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT
Approximately $20000 was spent on PD during 2009. $5000 of this for early years and $15,000 for years R-7 in international baccalaureate. Key PD included:

- Kathy Short Inquiry Education.
- Visit to Lloyd St and Wesley College IB schools in Melbourne.
- Staff training in use of IWBs, Photo story, Active Inspire, as well as others.
- 2 Staff trained in PYP
- Chris Bayly trained in Intercultural Awareness in Melbourne

VALUE ADDED PROGRAMS
- Construction of a Pedal Prix vehicle, regular fitness trainings and 2 races at Victoria Park and a race at Murray Bridge
- Festival Choir performance at the Festival Theatre
- Jump Rope and Demonstration Team for our years 5 – 7 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
- 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 Program
- Extension Program for Gifted Students
- OSHC and Vac Care programs for 50 – 70 students
- R-7 Solar design program, making boats and cars
- Year 3-5 vegetable garden
- Year 1/2 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
• Supporting a World Vision child in Africa
• Sports Day
• District Sports Day
• Cluster Sports Day for year 6 and 7 students
• 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 attributes of IB learners
• The Middle Years School Program of the International Baccalaureate
• The Primary Years School Program of the International Baccalaureate
• Swimming Day
• 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
• Jolly Phonics and Grammar taught R-2
• Premier’s Reading Challenge
• Premier’s Be Active Challenge
• Collection of Running Records Yr 1/2
• Bird Boxes
• Butterfly Garden
• Chook Run
• Easter and Christmas presentation by local church people
• Visiting sports programs, including Milo Cricket, Football and Soccer
• Bike Ed program for years 1-5
• Jump rope “Jump Off” day
• Science Week
• PE week
• Interactive Whiteboards in all classrooms, German Room, Resource centre and music room
• Instrumental Music Students represented the District in Festival of Music Orchestra
• Choir participated in SAPS choir
• Talent Show, including auditioning process and performance
• Child Protection Curriculum
• Year 6/7 Student Initiated Projects
• Year 6/7 Aquatics
• Maths Olympiad
• Mathletics
• Sharing Assemblies
• SRC both in school and cluster representation
• Cluster Art Competition
• Family Life Sessions
• Minton Farm Animal Rescue Support
• Year 6/7 Glossy Black Cockatoo excursion
• Year 7 world leaders conference
• Astronomy Night
• “Money for Trees” newspaper recycling project
• Donating monies raised from 10c recycling to RSPCA, Childhood cancer research and Salvation Army Christmas Lunch Appeal.
• Sensory Garden
• Environmental Trail
• Aboriginal Trail
• “Kids Hope” a volunteer program sponsored by World Vision

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 2009.