ANNUAL REPORT
2010
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Signed Peter Lewis…
Peter Lewis
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 native trees. Wildlife is regularly seen in the school. These features provide a curriculum rich with an environmental focus.

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 2010 the school population has risen to 445. The school is predicted to rise to 500 by 2012. 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, 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.

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 6 years with a changeover of 80% between 2004 and 2010. 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 2010

• Strategic plan updated and reviewed
• Induction held for new and some existing staff at the beginning of the year.
• E-Policy Orchestra (EPO) system deployed and automated to monitor and protect network on a daily basis.
• Back up facilities increased to protect server and all user data.
• WSUS (Microsoft Updates) system set up and automated to update all computers regularly.
• New library server installed and upgraded work stations implemented.
• All images formalised so that “one image” can operate on all versions of computers across the site.
• Printing solution (user pays system-Paper cut) in place to manage consumables – allowing the ability to track user data and amount of resources used.
• Continued to remove older computers, decommissioned and disposed of, fitting in with our environmental focus.
• Trial of ‘electronic’ portfolios by another 3 classes.
• Staff attended Training and Development sessions both on and off site run by a range of Coro staff including IWBs, Active Inspire, Promethean planet, Scanning etc.
• IWB/ActivInspire Training and Development plan implemented for 2010. Five sessions conducted throughout the year by professional trainer.
• 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 97.3% 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.
• Intranet site redeveloped to better incorporate e-learning options for PYP/MYP also including Science and Carbon Kids (environment)
• New/future budget format in place including rollover of ICT room and net book ideas to further add to point of need learning while also freeing up other ICT resources e.g. ICT room
• Redevelop and major content changes to CVPS website.
• CyberSafety sessions conducted for all Year 6/7 students, staff and approx 30 parents.
Directions for 2011
Induct all new staff
- Network use, logging on, different drives
- IWB and notebook basics
- Educonnect, logging on, managing mail etc.
- Printing and peripherals

Set up ICT expert group from Year 6/7s (as part of community program).
Training and Development
- IWB – regular sharing, expert presenters, hub groups
- Flip camera- basic use, editing
- Scanning-
- E portfolio
- Relevant software applications
- Using you tube and storing clips
- Share/encourage external training where relevant

Update policies – user agreement, mobile device policy.
Continue to develop Internet and Intranet sites.
Upgrade ICT room PCs
Integrate net book solution into ICT facilities.
ICT Committee to be more active

Priority 2 – Environment

Progress in 2010

Vegetable Garden
- Investigated the type of easily grown vegetables suitable for children – strawberries, beans, potatoes and spring onions were very successful.
- Tank purchased through a successful grant obtained by Ashley Gordon. Nick Wilmshurst is organising a plan for the stormwater for connecting a bank of tanks along the fence line.

Certificates
- Scanned and put on the teacher drive in the environment folder.

Sustainable Schools
- PD session with staff, Claire Butler and Jeremy on Biodiversity.
- Whole school (staff/student) inservice on Carbon Kids as an introduction to becoming carbon neutral.

Solar
- Two new panels added to the system.
Waste Management
- Class tidy up areas with an incentive at the end of the term for the most consistent tidy area.
- Suggestions collected using six hat thinking to be acted upon in 2011.

Butterfly Garden
- White quarry dust put on path.
- Pergola and seat purchased.

Competition and Grants
- Ashley Gordon successful in getting a water tank.
- DECS Biodiversity Week – displays sent in and powerpoint of Coro’s environment program created.
- New plants put in both the Sensory Garden and Native Garden.

Chook Run
- Sleepers put in to stop erosion.

Possum/Bird Boxes
- Noticing lots of birds taking up home.
- Isaac Gordon did a photo shop presentation and presented it at Student Voice Sharing Day.

Recycling
- Food scraps collected from all classes.
- Time given to Jim to oversee the running of compost process and training of students. (Younger children trialled in 4th term.)
- Shed set up next to the chook shed for storage of equipment.
- Mr Cropley’s class raised a considerable sum of money through 10 cent containers to be distributed to charities.
- Money for Trees will be used to support student initiatives in the future.

Student Voice
- A small group of students, “Green Team”, were involved in sharing Coro’s successes and future directions with schools within the cluster.
- Initiative started through the NRM Board.

Future Directions in 2011

Sustainable Schools
- Claire Butler to facilitate future directions with staff from audit conducted in 2010.
  - Energy
  - Water
  - Biodiversity
  - Waste Management
  - Air/Transport
  - Curriculum
• Continue student voice initiative from 2010 empowering children to take action.
• Invite Angela Coliver to work with teams in relation to Carbon Kids.

Butterfly Garden
• Erect pergola.
• Investigate the signage of plants.

Vegetable Garden
• Put in water drainage system.
• Connect tank and pump.
• Connect pipe and taps for garden and chooks.

Grants
• Apply for Scientist in School to set up monitoring of bird and possum boxes.
• Landcare Leadership grants.

Maintenance of Existing Initiatives
• Chook run.
• Sensory/Native/Vegetable gardens.
• Waste management systems.

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 final year of being a ‘Way to Go’ school, teaching road safety and (transport) environmental issues to all students R -7. The program will be discontinued in 2011 as we are focussing on PYP and Australian Curriculum topics. ‘Way to Go’ will be reviewed in two years time.
• 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 3. Many students experienced sports that they would not normally try e.g.: high jump, relay running. Successful week including Jump Off Day, athletic events and many organised activities
• Premier’s Be Active Challenge followed through by a number of classes.
• Years 3-7 participated in end of year Swim Fun Day at Marion Pool – on going annual event as it has been so successful! The Wellbeing budget contributed $700 towards the buses
• ‘Fruit time’ continues at 10am each day whereby students refuel with fresh fruit
• Reception classes were subsidised by the Wellbeing budget to participate in the ‘Music is Fun’ 2010
• Year 1/2 classes were subsidised by Wellbeing to have a student fun pizza lunch at the end of 2010
• Year 6/7’s participated in the state funded ‘Bike Ed’ program for 7 weeks in term 2, 2010

Students with Learning Difficulties
The School had seven (7) students with Negotiated Education Plans (NEP) who have been assessed by a DECS Guidance Officer to receive additional learning support during 2010. All seven (7) also received support for speech related learning difficulties. Sixteen (16) students were identified for guidance/speech assessments and only four of these students were assessed and none of these students was identified as having significant difficulties to access additional resources. There are still twelve (12) students who are awaiting assessment in 2010. One (1) student this year was diagnosed (privately) with ASD (Autism Spectrum Disorder) and one (1) was diagnosed (privately) with Asperger Syndrome in 2010. We also had one (1) student come from Kindergarten in 2010 who had been diagnosed as having ASD (Autism Spectrum Disorder). Another student has been diagnosed (privately) as having ASD (Autism Spectrum Disorder), but has not yet been verified by DECS service providers.

Four (4) other students have Individual Education Plans.

One (1) student with disabilities (who originally came to Coro in reception) will be returning to Coro in 2011.
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 2010 there were (62) students who received additional support via this method 1:1 and in small groups. This figure excludes SSO’s assisting teachers in their classroom environment.

Learning Assistance Program (LAP)/ Kid’s Hope
Students who do not warrant additional DECS paid time may alternatively be placed in the LAP programme or the Kid’s Hope programme managed by Carol Moncrieff. In 2010 there were fifty (50) students receiving additional support via parent volunteers (17) and Kid’s Hope volunteers (14). We had an addition of an extra (4) Kid’s Hope volunteers from the local church in 2010.

Aboriginal Students
We had seven (7) Aboriginal students at the school in 2010. Three (3) of these students received 1 hour SSO time per week, two (2) received ½ hour SSO time per week. One (1) of these students also received ½ hour per week of Early Intervention.

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, but are catered for through a differentiated curriculum and International Baccalaureate delivered by the class teacher.

Co-ordination Programme for 5 year olds (“Fun and Games”)
The “Fun and Games” programme is a 1 hour programme 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 programme 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.
This program was further expanded in term 2 to cater for 8 more students that needed 1:1 support.

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 2010
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 in term 3 with many students keen to take part and help children living in poverty. Three students received t-shirts 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 6/7 Zeuner) 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 Belair Schools taking the shield.

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 Programme
- Team meeting held every fortnight to promote a more collaborative approach to planning and student learning opportunities.
- Attendance at Mitcham Hills College meetings held at Blackwood High School twice per term.
- Liz Black appointed as MYP co-ordinator for the Mitcham Hills cluster, working across the 6 primary schools and in conjunction with Blackwood High School MYP co-ordinators. Additional release time allowed fulfilling this role.
• All staff involved in Modifying subject criteria for Years 1 and 2 of the programme. Collaborative process to gain greater understanding and use of the IBMYP criteria across the six schools.
• New Area of Interaction Posters developed at Coro and displayed throughout schools in the cluster.
• Student Learning Expectations for the Areas of Interaction document produced to support teachers with planning.
• All staff involved in developing consistent units of work using the IBMYP planner.
• IBMYP scope and sequence for a two year cycle which includes consideration for Primary connections Science units and the introduction of the Australian curriculum.
• Revised report format completed and ready for use in 2011. Deb Zeuner represented our school and worked on developing the format.
• Margot Bradley and Sheralyn Robertson worked alongside the Global Ed centre to develop a unit of work which was published.
• All Yr 6/7 classes were involved in completing a student initiated project.
• Shared cluster meetings held twice this year to enable sharing of good practice and units, one focusing on Science.
• Staff involved in an observation visit to two schools on the Gold Coast.
• Cluster Sports day for Yr 6’s held at Blackwood High School was a huge success.
• Greater staff meeting time apportioned to teams to facilitate stronger approach to inquiry, use of IWB’s and resourcing implications.

**IB Primary Years Programme**

• Programme of Inquiry further developed with most teams having taught all units on the two year cycle.
• Language Policy developed in consultation with staff and German teacher.
• Consideration given to Primary connections science units and the Australian curriculum.
• All teams involved in planning with PYP co-ordinator, 3 release days used to enable team planning.
• Pre authorisation visit in March receiving valuable feedback to support with preparation for Authorisation in August 2011.
• Changes made to staff meeting structure to enable more time spent planning in teams.
• Staff involved in an observation visit to two schools on the Gold Coast.
• All teams have now been able to teach six units of Inquiry over the course of the year.
• Page included about our school in IBO World book.
• One staff member completed “PYP making it happen” training at Prince Alfred College in January.
• Some staff continuing to experiment with E portfolio to showcase student understanding.
• Many staff have chosen to have open nights to celebrate student learning with the school community.
• Staff visit Immanuel college Exhibition to gather ideas for future exhibitions at Coro.
• Programme of Inquiry displayed in staff room.
• Student Action Board displaying student initiated action in front foyer.
• Review of Portfolio policy.
• Purchase of Flip cameras to record student learning.

**Future directions for 2011**
- Preparation for Authorisation in August 2011
- Programme of Inquiry reviewed and timeline of units to be taught to be developed.
- Two new staff members to attend “PYP Making it Happen” training in Jan.
- Bev Tonkin to attend IBPYP Mathematics training in Jan holidays.
- Sheralyn Robertson to attend “Action in PYP” training in Jan holidays.
- Develop Inventory of resources to support facilitation of our units of Inquiry.
- Further develop Thinking skills and approaches to Inquiry across the school
- Continue work with Specialist subject teachers and Librarian to develop links with units of Inquiry.
- Induction and training for new staff.
- In consultation with staff develop an Assessment Policy.
- Involvement in PYP and MYP network training and development.
- Use a school closure day to conduct an in school IB workshop
- Develop stand alone subject planners for all classes.
- Work with PE teacher to develop an understanding of PE through MYP/PYP
- Update displays to reflect our units of Inquiry as they occur.

**Student Behaviour**

![Graph showing behaviour trends](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 or racism is not tolerated in this school. The school has very low levels of bullying, detention and physical violence.
In total 172 students were sent to detention for Threatened good order of the school (not following school rules) category through the year. Of the 85,885 student days this represents a very low percentage (0.2%) of students requiring detention in this category. This is up slightly on last years percentage but reflects the rise in student numbers.

In total 68 students were sent to detention for Rough Play category through the year. Of the 85,885 student days this represents a very low percentage (0.08%) of students requiring detention in this category. This result is consistent with last years result.

### STUDENT ENROLMENT

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Change 2008-2009</th>
<th>Change 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>66</td>
<td>82</td>
<td>89</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Year 1</td>
<td>55</td>
<td>55</td>
<td>60</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>52</td>
<td>59</td>
<td>55</td>
<td>7</td>
<td>-4</td>
</tr>
<tr>
<td>Year 3</td>
<td>64</td>
<td>54</td>
<td>58</td>
<td>-10</td>
<td>4</td>
</tr>
<tr>
<td>Year 4</td>
<td>32</td>
<td>60</td>
<td>54</td>
<td>28</td>
<td>-6</td>
</tr>
<tr>
<td>Year 5</td>
<td>48</td>
<td>33</td>
<td>54</td>
<td>-15</td>
<td>21</td>
</tr>
<tr>
<td>Year 6</td>
<td>38</td>
<td>45</td>
<td>30</td>
<td>7</td>
<td>-15</td>
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<tr>
<td>Year 7</td>
<td>44</td>
<td>37</td>
<td>46</td>
<td>-7</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>425</td>
<td>446</td>
<td>26</td>
<td>21</td>
</tr>
</tbody>
</table>

Total student enrolment continues to rise from its lowest level in 2004. There are currently 446 students in the school for term 4 including the one Korean student. We predict the school will reach 480 by 2012.
STUDENT ATTENDANCE

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>95.2</td>
<td>95.5</td>
<td>93.3</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.0</td>
<td>93.4</td>
<td>93.1</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3</td>
<td>92.5</td>
<td>93.5</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.9</td>
<td>95.1</td>
<td>93.8</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.3</td>
<td>97.2</td>
<td>94.9</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.1</td>
<td>94.8</td>
<td>94.0</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.6</td>
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<td>95.1</td>
<td>93.6</td>
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<tr>
<td>Year 7</td>
<td>94.7</td>
<td>96.0</td>
<td>92.8</td>
<td>94.5</td>
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<tr>
<td>Total</td>
<td>94.5</td>
<td>94.8</td>
<td>93.8</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Like last year the school was hit by a series of flu and Whooping Cough 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

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2007 Number</th>
<th>% of Total</th>
<th>2008 Number</th>
<th>% of Total</th>
<th>2009 Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate/Overseas</td>
<td>6</td>
<td>8.5%</td>
<td>18</td>
<td>22.0%</td>
<td>10</td>
<td>16.7%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>14</td>
<td>19.7%</td>
<td>13</td>
<td>15.9%</td>
<td>16</td>
<td>26.6%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>51</td>
<td>71.8%</td>
<td>51</td>
<td>62.2%</td>
<td>34</td>
<td>56.7%</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100.0%</td>
<td>82</td>
<td>100.0%</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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, 16.7% went interstate, 26.6% transferred to a private school and 56.7% transferred to a government school. The latter two figures are mostly year 7 exit students transferring to high school.
STUDENT ACHIEVEMENT

LITERACY – Year 3

Special note: This is the third 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 3 data is down in comparison to the last two years. This has been discussed in teams and future directions will involve updating Steven Graham training, re-examining our scope and sequence and closely analysing specific student variations from comparative 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 two skill bands as these are students who need assistance. The percentages are 69% and 8% 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 75% and 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 two skill bands as these are students who need assistance. The percentages are 70% and 21% 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 62% and 11% respectively.
**LITERACY – Year 5**

**Special note:** This is the third 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.

### 2010 Year 5 NAPLAN Means

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

### 2010 Year 5 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 three skill bands as these are students who need assistance. The percentages are 77% and 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 three skill bands as these are students who need assistance. The percentages are 77% and 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 three skill bands as these are students who need assistance. The percentages are 87% 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 65% and 19% respectively.
LITERACY – Year 7

Special note: This is the third 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. However, the year 7 team are looking closely at the reading and writing results during 2011.

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 63% and 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 four skill bands as these are students who need assistance. The percentages are 65% and 15% 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% and 9.5% respectively.
**Cohort Growth - year 3 to year 5 Reading**

![Bar Chart: 2010 Percentages of Year 5 Students by Growth Category - Reading](chart)

**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 43% 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 12% of our students in the upper growth category. This is an unusual graph as it reflects a large number of students with low growth. The abnormally high growth from the year 5’s in this school is reflected in the lower growth at year 7 level because they have virtually reached the top of the year 7 scale.
NUMERACY

Special note: This is the third 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

![2010 Year 3 NAPLAN Means](image)

Comment
The school compared very favourably with SA data and is on par with national data but has dropped below both NSW and Vic. The junior primary team are closely scrutinising this data.

![2010 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 15% respectively.
**Year 5**

**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 69% and 9% respectively.
**Year 7**

**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 four skill bands as these are students who need assistance. The percentages are 58% and 7% 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 31% of our students in the upper growth category and greater percentages in the medium growth category.
**Cohort Growth - year 5 to year 7 Numeracy**

![Bar Chart]

**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 18% of our students in the upper growth category. The abnormally high growth from the year 5’s in this school is reflected in the lower growth at year 7 level because they have virtually reached the top of the year 7 scale.
**COMMENT ON THE OPINION SURVEYS**

Graphs of parent and staff opinion are consistent with state comparisons. 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.

**Parent Comment**
Parent comments varied widely and have been closely examined by the leadership team and the District Director.
TEACHER RETENTION
At the end of the 2010-year we will see;

- Two PAT teachers leaving the school.
- Three 0.5 and one 1.0 contract teachers leaving the school
- One ten tenure teacher will leave the school

Beginning next year we will see;

- One new 0.5, 10 year tenure position, sharing a junior primary class
- One new full time 10 year tenure position in junior primary
- Movement of one junior primary teacher into a year 5 class from additional enterprise bargaining funds
- One teacher on accouchement leave for the year and another returning at 0.5 from accouchement leave
- One new 0.5 for the year behind one assistant principal and hopefully 0.5 existing contract behind the other assistant principal

Total full and part time teaching staff for 2011 will be 25 teachers.
Total full and part time support staff for 2011 will be 10.

TEACHING STAFF ATTENDANCE
At the end of November the number of staff absence was 198
Staff average absence was 3.97% of the total working days.

STAFF QUALIFICATIONS

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<th>Site Name</th>
<th>0104 - Coromandel Valley Primary School</th>
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<td>Date: 18-Nov-2010</td>
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<tr>
<td>Total Staff (persons)</td>
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<td>No. of Staff with more than 1 qualification</td>
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<table>
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<th>Qualification</th>
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<th>Temp. Active</th>
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<td>13</td>
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</table>

EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT
Approximately $48,000 was spent on PD during 2011. This constitutes PD time for early years, science, International Baccalaureate and co-operative planning.
VALUE ADDED PROGRAMS

- Festival Choir performance at the Festival Theatre
- Jump Rope and Demonstration Team who visit schools around the state - for our year 5 – 7 students
- Dance - weekly lessons and end of year performance for years 3 – 7 students
- Construction of a Pedal Prix vehicle, regular fitness trainings and 2 races at Victoria Park and a race at Murray Bridge for our year 7 students
- Wakakirri – sets, props, costumes and performance for our years 3 – 5 students
- Two thirds of our students are involved in after school sport across 28 teams
- One third of our students learn instrumental music
- An instrumental music concert
- 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
- Kid’s Hop Program
- 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
- Thirty nine bird and 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
- 48 Hour Famine
- Special Sport Focus week
- District Sports Day
- Cluster Sports Day for year 6 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
• 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
• Interactive Whiteboards in all classrooms, German Room, Resource centre and music room
• Instrumental Music Students represented the District in Festival of Music Orchestra
• Talent Show, including auditioning process and performance
• Child Protection Curriculum
• Year 6/7 Student Initiated Projects
• Year 6/7 Aquatics
• Maths Olympiad
• Sharing Assemblies
• SRC both in school and cluster representation
• Family Life Sessions
• Minton Farm Animal Rescue Support
• Year 6/7 Glossy Black Cockatoo excursion
• Year 7 world leaders conference
• “Money for Trees” newspaper recycling project
• Donating monies raised form 10c recycling to RSPCA, Childhood cancer research and Salvation Army Christmas Lunch Appeal.
• Sensory Garden
• Environmental Trail
• Aboriginal Trail

**FINANCIAL RECORDS**
Attached are the:

• General Ledger Balance Sheet
• Profit and Loss Statement for the year ending period 11

In summary the school sits in a favourable financial situation at the end of 2010.
2010 has been another busy and highly successful year for the Coromandel Valley Primary School community.

Our school is financially sound, has growing student numbers and is in a strong position to be able to continue to provide quality learning outcomes for our children.

Highlights for the year include:-

1. Results that our school and the teaching staff can be justifiably proud of in the NAPLAN testing. Results in the top 15-20 SA schools, including private schools, are a real endorsement of both the management and teaching practises, at our school.

2. Primary Years Program – IB pre-authorisation – many positive achievements, clear directions outlined for 2011 with authorisation in March.

3. A significant number of students competed in National academic competitions achieving some great results.

4. The 2010 Pedal Prix team with their car “20 – OH!” was a highlight. Congratulations to Alex Moncrieff on being awarded an Order of Australia Medal, in the 2010 Queen’s Birthday honours list, for services to the Pedal Prix community.

5. Yet another successful Wakakirri performance incorporating the “Duck” theme as well as the local school environment.

6. Choir performed regularly and participated in the Festival of Music.

7. Jump Rope Team performed for a large range of schools this year while also being very successful in their competitions.

8. Cyber safety sessions attended by senior students, staff and parents.

9. A very successful Sports Week in lieu of our regular Sports Day (including a range of different activities as well as more active participation time.)

10. Good number of Year 6/7s tried out for SAPSASA sports.

11. Year 6/7 Knockout Netball team reached the semi finals across the state. Well done girls!

12. Dance program continued again this year with new instructor Amy.

The above list of highlights shows that we have a school where both academic as well as a strong blend of diverse extra curricular activities can be successfully blended into the learning outcomes of our children. These learning outcomes are further broadened by school initiatives such as sponsoring a World Vision child and participating in the “Shoe Box of Love”. Participation in this type of activity demonstrates to our children that there are others far less fortunate than themselves. Wreath laying and attendance at community ceremonies, such as Remembrance Day, give our children a sense of history and sacrifice.

As well as acknowledging the efforts of our Principal, Chris Bayly and his teaching staff, in the achievements highlighted above, I would like to also make special mention of the parent volunteer help our school enjoys. Volunteer help is greatly appreciated as well as a barometer of the enthusiasm of the school parent community towards the learning outcomes that the school achieves for our children.

In 2011, we can look forward to the completion of our new school hall and other upgrades to the school buildings and grounds. It would also be great to see even more parent volunteer help around the school as well as children playing sport for the school ahead of club based activities, as a priority.

Thank you to my fellow Governing Councillors for volunteering their time in 2010.

Peter Lewis
Chairperson
Coromandel Valley Primary School
Governing Council