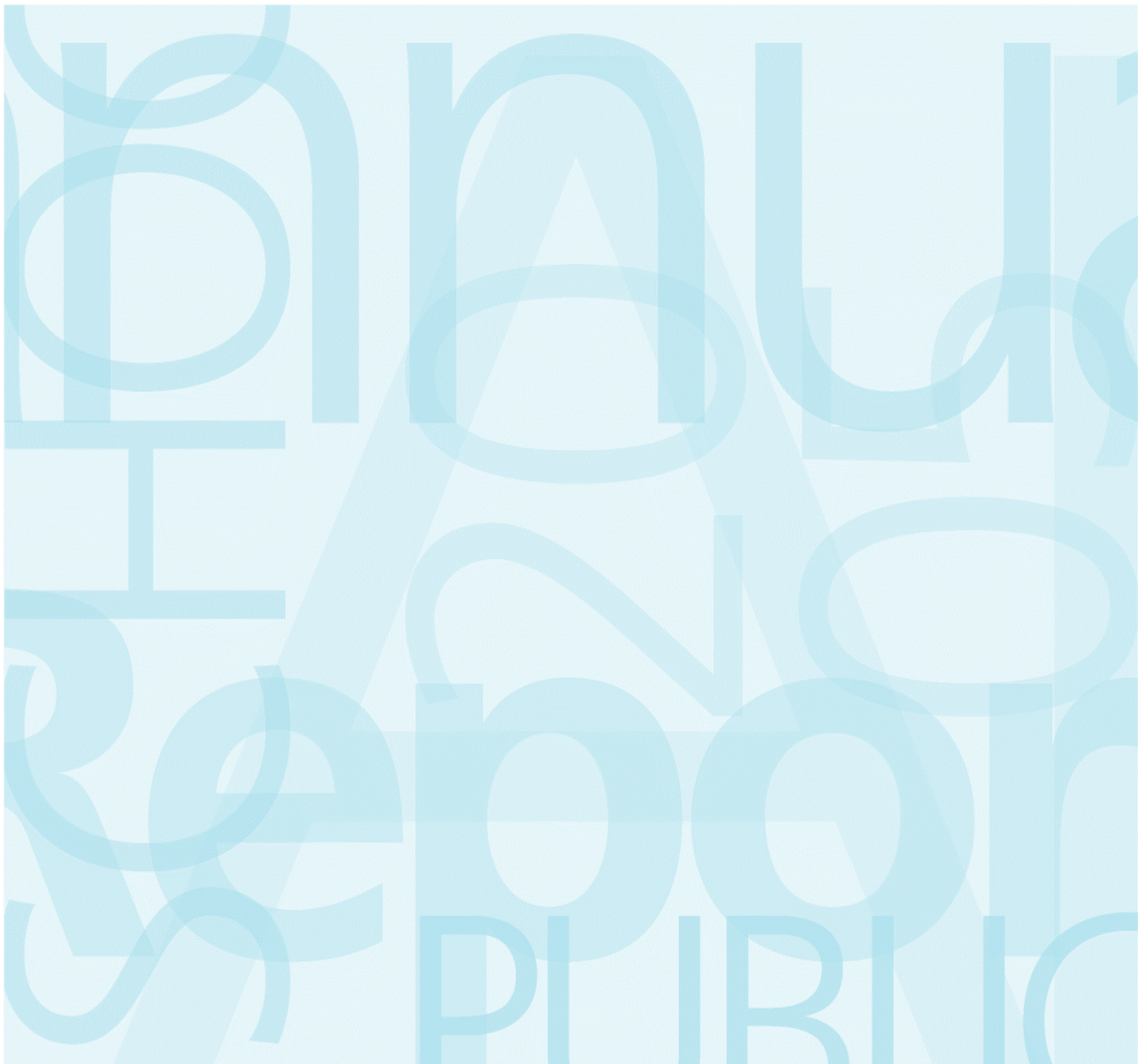


# AVOCA BEACH PUBLIC SCHOOL - Annual School Report

NSW Public Schools – Leading the way



## School snapshot

### Students

Our enrolment at the end of 2006 was 399 including 222 boys and 187 girls. 95.2% of students attended school on average each school day. In 2006 we had 16 classes. Average class sizes were:

Kindergarten	20.7
Year 1	21.5
Year 2	24.5
Year 3	28.7
Year 4	28.7
Year 5	27.5
Year 6	27.5

### Staff

We had 30 members of staff in 2006. This includes 3 executive staff, 16 classroom teachers, librarian, 2 release from face to face teachers and support staff including 1 itinerant teacher.

All teaching staff meet the professional requirements for teaching in New South Wales' public schools.

### School initiatives

The school ran a number of programs to enhance the learning experiences of our students. Initiatives included:

- Jazz Rock Band
- Jump Rope for Heart
- Public Speaking
- Debating
- Involvement in Tournament of Minds
- Social Skills programs
- K-2 Musical
- Dance Festival

### Significant programs

A number of programs added value to the education of students and supported the community that the school serves. Significant programs include:

- Aboriginal Education
- Multicultural Education
- Students with disabilities.
- Music
- Environmental Education

## Student achievement in the 2006 Year 3 and Year 5 Basic Skills Tests

### Literacy

Students in Year 3 were over represented in Bands 4 and 5 and under represented in Bands 1 and 2. There were no students in Band 1.

The school target to increase the percentage of students in the top two Bands in writing, language and reading was achieved.

Year 5 students were also over represented in the top two bands and under represented in the bottom two bands. There were no students in Band 1. The school target to increase the percentage of students in the top two bands in Year 5 was achieved. Overall growth from Year 3 to Year 5 was 84.2% which exceeded the school target.

### Numeracy

Sixty seven percent of students in Year 3 were in the top two Bands which compared to 46% of students in the state.

Sixty four percent of students in Year 5 were in the top two bands which compared to 56% of students in the state.

Students in Years 3 and 5 were under represented in the bottom two bands.

Overall growth from Year 3 to Year 5 was 87.6% which exceeded the school target.

### Principal's message

School priorities in 2006 were focussed on literacy, numeracy, information and communication technologies, assessment and reporting and student welfare.

Emphasis has been placed on the improvement in student learning outcomes through the development of high quality teaching and assessment programs.

Data gathered from the assessment of student learning outcomes and surveys has provided direction for teaching and learning programs and an indication where emphasis needs to be placed in the staff professional learning program.

We will continue to focus on these areas for strategic development in 2007 in order to maximise the learning outcomes of all students.

Avoca Beach Primary School is committed to developing tolerant and responsible students in a cooperative and supportive environment. The school's positive student welfare policy aims at keeping all students safe and happy at school.

The school provides opportunities for its students to:

develop life long learning attitudes and skills;  
be courteous, cooperative and considerate; and  
develop their potential to the maximum.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Peter Whelan**

### **P&C and/or School Council message**

The P and C had a great year in 2006 with plenty of support from its many families and friends and the Avoca community as a whole.

The committee met monthly on the second Monday and continued to represent the concerns and views of parents and carers, with many successful outcomes in our discussions with both staff and the Department. The Canteen and Uniform Shop, run by the P and C, offered service, value and savings.

This year saw the construction of the new Covered Outdoor Living Area (COLA) funded by our successful "Investing in our Schools" Grant from 2005. There was further success with this year's awards. Another \$30,000 was granted to install playground equipment on the top oval, and \$45,000 to install large water tanks for watering and general use. All the usual events took place (Ball, Fair, Trivia Night, Street Party, Carols), as well as raising funds used to make Avoca a better school for all our kids, they all turned out to be great community events.

**Dr Martin Veysey**      **President of the P&C**

### **Student Representative Council's message**

The Student Representative Council has been involved in many events to raise money for the school in 2006. These include mega money day, mufti days, discos, and talent quests. Money raised at these events is used to purchase a gift for Year 6.

Other fund raisers have been to raise money for charities such as School Aid Program, Stewart House and Genes for Jeans.

Each year the S.R.C. attend a Young Leaders day in Sydney. The day provided guidance on how to be a role model and an effective leader.

In addition, the SRC have assisted Kindergarten during term one and provided a good example to other students by wearing the correct school uniform and always having exemplary behaviour.

**Emma Attwood and Philip Stylianou**

## **Our achievements**

### **Practical and Creative Arts**

The school participated in Operation Art again this year. Two students' work was selected and exhibited. Two groups of students from Stage 3 (60 students in all) performed a jazz routine at Laycock Street Theatre during the Central Coast Dance Festival in June and also performed at various assemblies and the School Fete.

In Term 3, the musical "Where's Wally?" was a major performance for Early Stage One and Stage One children. It was performed in front of capacity audiences. There were 3 evening performances and 4 daytime matinees.

In Term 4 a gifted and talented 'dance day' was organised with sixty Stage 2 and 3 students performing. The school choir this year performed on numerous occasions for parents and the community and also performed at the opening of the Avoca Beach Surf Club and the 'Five Lands Walk. The school band, with 18 members performed at the Flora Festival, school fair, the annual Christmas concert, school assemblies and Education week. Every term solo nights are organised. Children perform individually or in small groups. This year a training band was organised to encourage new students.

This year the band members attended 2 separate workshops at Point Wolstoncroft organised by the Central Coast Conservatorium of Music and one student, from Stage 3, attended a G.A.T.S workshop for visual arts.

Once again, all classes were involved in the annual Carols by Candle Light at Heazlett Oval.

### **Sport**

The school promotes the values of fair play, safety and improved skills through the sports and physical education programs we provide. In 2006, our school was successful in winning the Zone Swimming Carnival and the Zone Handicap Cross Country Carnival. At the Zone Swimming Carnival, Gareth Munton was named the 11 Year Old Boys Age Champion and at the Zone Athletics Carnival, Holly Fabila broke the Junior Girls Zone High Jump Record. As in previous years, we had a large number of students represented at regional level.

## School initiatives

Parents and students enrolled for kindergarten in 2007 were offered a comprehensive transition program. This comprised of a general information night and an orientation morning for parents. There were four 'Headstart' sessions for students. Teachers also visited four preschools providing information regarding school readiness. Transition to high school for 2007 involved a visit by the Kincumber High School students and the Year 7 coordinator plus an orientation day. The School Jazz/Rock Band performed at various functions and venues, including the Flora Festival and Erina Fair, to appreciative audiences.

Our debating team once again reached the final of the Kip McGrath debating competition and was narrowly defeated in the final. Three teams entered The Tournament of the Minds, one in the literature section, one in maths/engineering and another in the social sciences. The literature team won the Central Coast/Hunter Regional award and proceeded to the state finals. The social science team was awarded honours in the regional competition.

Environmental Club members have participated in recycling paper, cardboard and fruit scraps. Avoca Beach Public School was again successfully involved in Gosford City Council's Environmental Awards. The theme was 'Water is life.' The work completed by students received high praise from judges. We participated in the award ceremony at Laycock Street Theatre and two students were selected to give oral presentations about water. Bush regeneration has continued in 2006 with funding from Gosford City Council approved for 2007.

In chess this year we had 16 players who formed one rookie team. They played 11 rounds and visited schools in the Central Coast Region. At a one day chess competition held at St Edwards the team was placed second. In addition, a school competition was held. Seven students participated the Central Coast Public Speaking Competition. Emma Attwood won the senior division.

In Year 3 - 6 161 students participated in the University of NSW Competitions in science, computer skills, mathematics, writing, spelling and English. Fifteen per cent (15%) students were awarded a distinction or high distinction and twenty nine per cent (29%) received a credit. Gifted and talented students attended the Maths Challenge Camp, The Central Coast G.A.T. Camp and courses in dance, English and mathematics.

Student Council Representatives attended The National Young Leaders Day at Homebush. Fifty students entertained the school on open day with a 'Jump Rope for Heart' exhibition. A Father's Day breakfast was held and supported by two hundred fathers.

## Financial summary

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

Date of financial summary:	30/11/2006
<b>Income</b>	<b>\$</b>
Balance brought forward	82 325.85
Global funds	129 173.98
Tied funds	79 231.56
School & community sources	133 411.98
Interest	7 482.39
Trust receipts	16 038.17
Canteen	0.00
<i>Total income</i>	<u>447 663.93</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	55 505.65
Excursions	34 937.83
Extracurricular dissections	23 966.74
Library	0.00
Training & development	1 609.89
Tied funds	77 461.47
Casual relief teachers	51 797.96
Administration & office	51 726.67
School-operated canteen	0.00
Utilities	30 784.97
Maintenance	11 665.21
Trust accounts	15 425.59
Capital programs	0.00
<i>Total expenditure</i>	<u>354 881.98</u>
<b>Balance carried forward</b>	<u><u>92 781.95</u></u>

A full copy of the school's 2006 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## Significant programs

### Environmental Education

Environmental Club members have participated in recycling paper, cardboard and fruit scraps.

Stage 3 carried out a water audit at the school. Next year a 'water monitoring team' will be active.

Avoca Beach Public School was again successfully involved in Gosford City Council's Environmental Awards. The theme was 'Let's get it sorted.' The work completed by students received high praise from judges and we participated in the award ceremony at Laycock Street Theatre.

Bush regeneration has continued in 2006 with funding from Gosford City Council approved for 2007.

### Aboriginal Education

In 2006 the school's Aboriginal and Torres Strait Islander (A&TSI) student enrolment was 3%. Educational programs and experiences provided all students with knowledge of ATSI history, culture and contemporary issues.

Two students attended the NSW Indigenous Athletic Championships held on the 10th & 11th November and all our ATSI students attended the Sean Dewar Dance Performance.

K-6 units of study have an Aboriginal perspective that reflects awareness of Aboriginal Culture and promote knowledge of Aboriginal history and contemporary issues.

BST literacy results show that our Year 5 A&STI students scored 4.7 points above the state mean. In numeracy they were 1 point below the state mean.

In 2006 the school developed Individual Education Plans for all Aboriginal students.

### Multicultural Education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

In senior years the focus is on how people from different backgrounds have influenced our national identity and contributed to our multicultural society.

- French and Italian are taught alternate years to Stage 3 students
- One member of staff is trained to carry out the role of Anti-Racism officer.
- Harmony Day was celebrated with a focus on understanding and tolerance of difference.

### Students with disabilities

Our school provides an inclusive school culture by providing structures to meet the needs of students with disabilities. Understanding and tolerance is promoted in a positive academic and social learning environment.

- The school caters for students with varying disabilities. Funding through the integration program is used to assist these students with their learning in class.
- Individual educational programs are developed by class teachers with the help of the learning support team. Two part-time teachers' aides assist these students with their learning.
- The school has the services of an Itinerant Support Teacher (Hearing) to assist students with a hearing impairment.

### Student Welfare

Key aspects included the building of positive self-esteem by establishing a positive reward system, programs to promote self-discipline and strategies to develop student leadership.

- 94% of students received their Silver Shark Award by week 9 Term 4.
- The Buddies Program actively supported students.
- The school implemented a small number of easily understood rules, which were fair, clear and consistently applied.
- Roles and responsibilities were emphasised in the classroom, at school assemblies and special occasions.
- An active Student Representative Council allowed students to engage in productive projects and shared in the school decision-making processes.
- A whole school approach to dealing with non-compliance to school rules both in the playground and classroom is followed. All strategies are aimed at providing a safe and supportive environment in which all students can maximise their learning.
- Programs designed to meet the emotional and behavioural needs of students included, Social Skills program, Friends program, Communication program and On Task program.

## School Planning

Our school has a Management Plan which helps us plan the effective operation of the school and how we will achieve the best for every child. Each year we agree on improvement targets and devise strategies to meet the targets. This section of the report describes the progress on the targets we set for 2006.

### Progress in 2006

#### Target 1. To improve numeracy outcomes for all students.

Our achievements include:

- Teacher professional learning opportunities provided strategies in differentiating the syllabus to cater for the range of student learning needs and align teaching content with syllabus requirements.
- Teachers evaluated teaching and learning programs to ensure the inclusion of the elements of the working mathematically strand in the syllabus.
- Teaching and learning strategies were implemented that develop in students a deep understanding of all aspects of numeracy.

#### Target 2. To improve literacy outcomes for all students.

- Professional learning strategies in Guided Reading provided teachers with skills in differentiating the syllabus to cater for the range of students learning needs and to align teaching content with syllabus requirements
- A K-6 approach was taken in the planning and teaching of text types
- An analysis of the Primary Writing Assessment criterion was used to implement strategies across all Stages that addressed all areas identified for improvement.



## Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2006 our school carried out evaluations of Communication and Reading.

## Management – Communication

### Background

Parents were surveyed in Term 3, 2006 and seventy seven parents responded to the survey. The aim of the survey was to try and determine the effectiveness of the weekly newsletter as a form of communication, how effective parents considered communication was between the school and the home and the home and the school.

### Findings and Conclusions

- 100% of parents indicated that they receive the newsletter each week always or often
- 97% always or often find the newsletter informative.
- 96% indicated they found the information in the newsletter expressed clearly always or often.
- 75% stated that they are contacted before concerns about their child become serious always or often
- 88% indicated that they receive positive feedback when their child is progressing well always or often
- 82% of parents stated that they attend parent meetings and information sessions at school always or often.
- 94% stated that they always or often communicate with their child's teacher when appropriate.
- 94% indicated that they always or often feel comfortable about contacting the school.

### Future Directions

Many of the existing communication practices are clearly successful. We will continue to run workshops for parents about how to help their child with learning and put into place strategies to inform parents promptly when there are concerns about their child's learning or behaviour. Each year the school's Handbook for Parents is updated and distributed to new parents. The school website is currently being redesigned and will be an important communication tool in future years.

## Curriculum - Reading

### Background

This year the school undertook a major evaluation of reading as part of our cyclic evaluation process. Parents, teachers and students were surveyed. The aim of the survey was to determine the extent to which the goals from the 2001 external review had been achieved and provide an opportunity for all stakeholders to assist in determining future planning.

### Findings and Conclusions

- B.S.T. results (2002 – 2006) show improvement with increasing growth between Years 3 and 5.
- B.S.T. language scores (2002 – 2005) are higher than in reading. This pattern did not occur in 2006.
- B.S.T. results (2002 – 2006) indicate common understandings requiring attention.
- Improvement is evident in the variety and organisation of resources.
- Students interviewed reported that in guided reading they read to the teacher anywhere from once a fortnight to three times a week and that mostly the less able readers read to the teacher more often.
- Parent interviews revealed a positive attitude towards the teaching of reading, including the home reading program, and would like this extended to stages 2 and 3.
- Teachers interviewed indicated professional development had been worthwhile and would like this continued.

### Future Directions

A school focus on the teaching of reading with an emphasis on systematic and explicit teaching of skills has resulted in improved learning outcomes for students.

Therefore, the school will continue:

- To monitor student achievement of outcomes, including B.S.T. results.
- To utilise this data to plan teaching and learning programs, prioritise the purchase of resources, and provide opportunities for teacher professional learning.
- Establish a home reading program for Stages 2 and 3.

### Planning for 2007

Our school has established target areas for 2007 which are directed at achieving improved student learning outcomes in Literacy and Numeracy. The targets set are derived from an analysis of school-based assessment and Basic Skills Tests.

## Target 1. Improved literacy outcomes for all students.

### Strategies to achieve this target include:

- Provide Teacher Professional Learning so that reading sessions are fully aligned with syllabus requirements and differentiate for student learning needs.
- Determine areas of professional learning so staff are fully confident in their teaching and understanding of all text types.
- Implement teaching and learning strategies that will develop a deep understanding of aspects of literacy and improve their skills.

### Our success was measured by:

- In 2006 80% of students to achieve growth one band or greater in reading
- In 2006 65% of students to achieve growth one band or greater in writing.
- 55% of Year 3 students to score in bands 4 and 5 in writing in 2006.
- 65% of Year 3 students to score in bands 4 and 5 in reading in 2006.

## Target 2. Improved numeracy outcomes for all students.

### Strategies to achieve this target include:

- Provide Teacher Professional Learning so that numeracy sessions are fully aligned with syllabus requirements and differentiate for student learning needs.
- All staff evaluate their teaching and learning programs to incorporate the elements of the Working Mathematically strand in the syllabus.
- Implement teaching and learning strategies that will develop a deep understanding of aspects of numeracy and improve their skills.

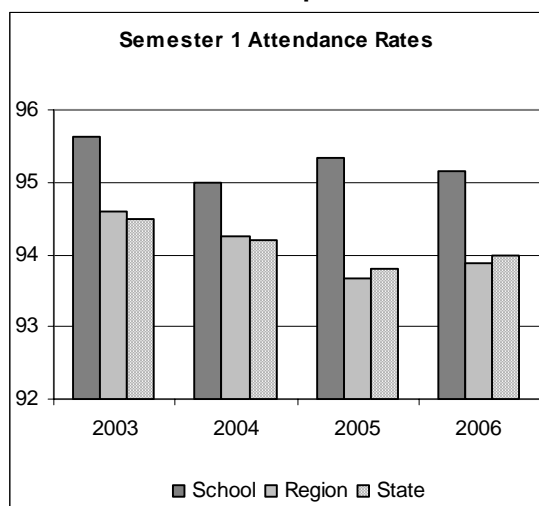
### Our success was measured by:

- In 2006, 75% of students in Numeracy achieved growth of one band or greater.
- 55% of Year 3 students scored in Band 4 and 5 in Numeracy in 2006.



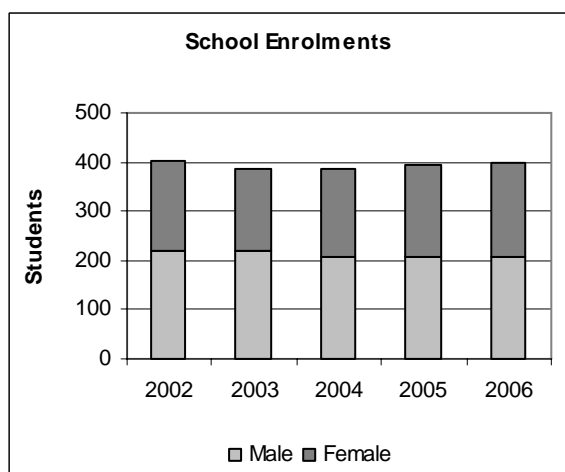
## Student information

### Student attendance profile



### Student enrolment profile

There were 400 students enrolled in November consisting of 191 girls and 209 boys. Twelve students were of Aboriginal background.



### Class sizes

The following table shows our class sizes as reported at the 2006 class size audit conducted on Wednesday 29 March 2006.

Roll Class	Year	Total per Year	Total in Class
KF	K	61	20
KM	K		21
KT	K		20
1C	1	59	22
1H	1		23
1/2F	1/2		20
2B	2	54	23
2LC	2		24
3/4C	3/4	59	28
3/4G	3/4		30
3/4R	3/4	56	29
3/4W	3/4		28
5/6D	5/6	50	27
5/6H	5/6		27
5/6L	5/6	59	27
5/6V	5/6		28

## Staff information

The school had 19 teaching positions allocated in 2006. This included 3 executive staff, 13 classroom teachers 2 specialist support staff. The teaching staff were supported by a school Administration Manager one full time Administration Officer, two Teacher's Aide (Special) and a part time General Assistant.

### Staff

The school had 19.0 positions in 2006. (Details provided in table below.) The majority of the staff are very experienced and many have been at the school for a number of years.

Position	Number
Principal	1
Non-teaching Deputy Principal (DP)	
Teaching DP & Assistant Principal	3
Classroom Teachers	13
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	0.3
Teacher Librarian	0.8
Teacher Relief from Face-to-Face	0.8
Teacher of ESL	0.1
Total	19.0

### Staff retention

One member of staff accepted a transfer and one received a promotion

### Staff attendance

In 2006 the average daily attendance rate was 97.2%.

### Staff Qualifications

All teaching staff meet the professional requirements for teaching in New South Wales' public schools.

Qualifications	% of staff
Diploma or equivalent	52%
Degree	29%
Postgraduate	19%

### Professional Learning

In 2006 all staff were involved in professional learning activities to meet individual, school, regional and state priorities.

All staff participated in Quality Teaching, Writing, Mathematics and Reading workshops throughout the year. All staff were also trained in computer, internet and web services. Anaphylaxis and child protection training was provided for all staff.

Professional learning courses conducted by DET were attended by support staff. The average expenditure per teacher on professional learning was \$605.

The average number of days of professional learning for teaching staff in 2006 was 5 days. This includes three professional learning days which were held on day one of terms 1,2 and 3.

The average number of days of professional learning for support staff in 2006 was 4 days. This includes three professional learning days which were held on day one of terms 1, 2 and 3.

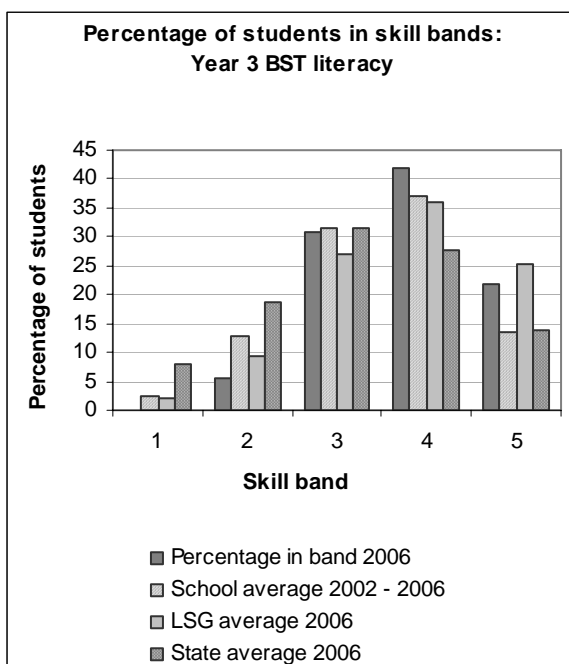
### Student performance

Students are regularly assessed on their individual achievement of outcomes through stages. Student work samples provide evidence of their achievement. Progress is reported at the end of Semester One, and at the end of Semester Two by way of written reports.

### Literacy - Basic Skills Test (BST) Year 3

In Year 3, 64% of our students in overall literacy were in Band 4 and 5 compared to the state figure of 42%. The school percentage for the lowest two bands was 5% compared to the state figure of 27%. There were no students in Band 1. The target of 55% of year 3 students scoring in bands 4 and 5 in writing was exceeded by 1%. The target of 65% of students scoring in bands 4 and 5 in reading was met.

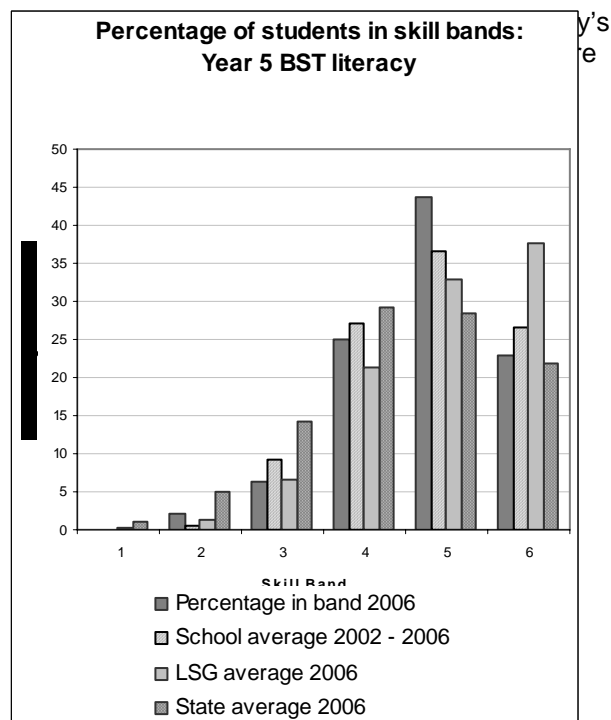
The mean score for Year 3 was 53.7 compared to the state mean which was 50.4.



### Literacy - Basic Skills Test (BST) Year 5

In Year 5, 67% of our students in overall literacy were in the top two bands compared to the state figure of 50%.

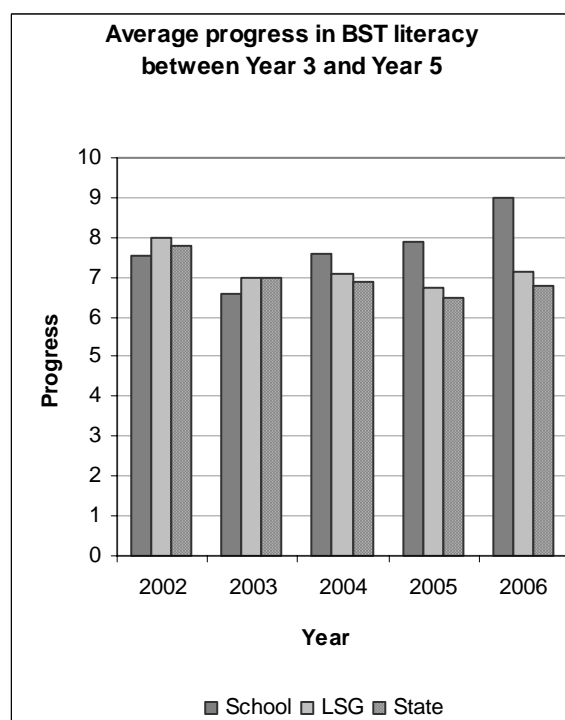
The mean score for Year 5 was 1.4 points above the state mean. The girls mean score was 1.9



### Progress in Literacy (Value-adding)

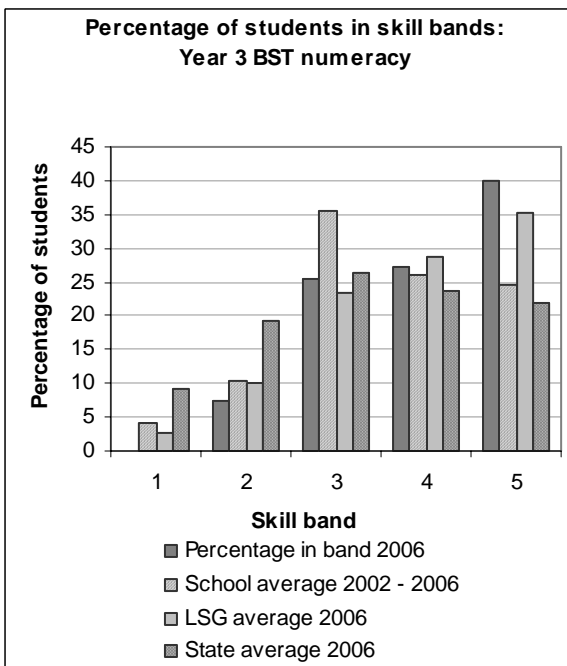
The progress of 39 students has been tracked since 2004 when they were in Year 3 at this school. These students' results show a diverse range of improvement rates. 84.6% of these students have shown growth equal to or above one skill band and 15.4% have shown growth of less than one skill band.

In writing 56.4% of students experienced growth equal to or above one skill band and 42.6% have shown a growth of less than one skill band.



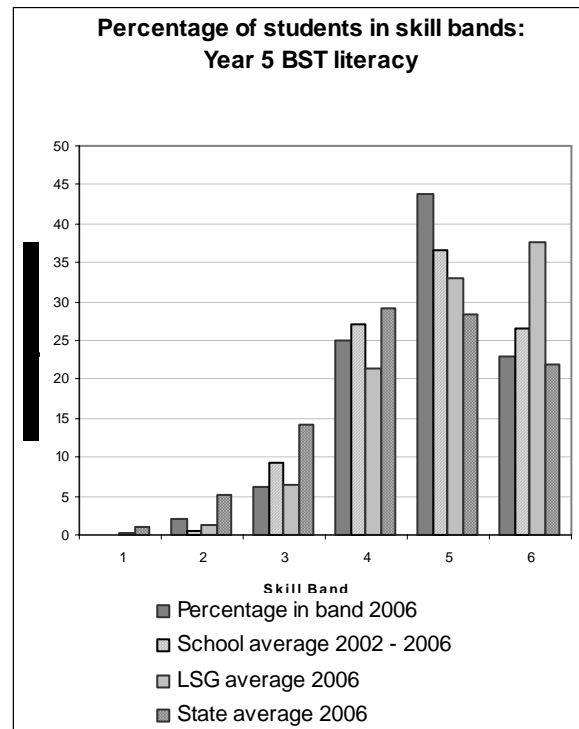
**Numeracy - Basic Skills Test (BST) Year 3**

56 students in Year 3 and 50 students in Year 5 sat for the state-wide tests in numeracy. Students were assessed in number patterns, algebra, measurement, data, space and geometry. 67% percent of Year 3 students were placed in 67% of Year 3 students were placed in Bands 4 and 5 compared to 46% percent of the students across the state. We had 7% in the bottom two bands compared to the 28% in the state. The target of 55% of year 3 students scoring in bands 4 and 5 in Numeracy was exceeded by 12%. One hundred percent of the students in Year 3 demonstrated expected or higher level skills in numeracy



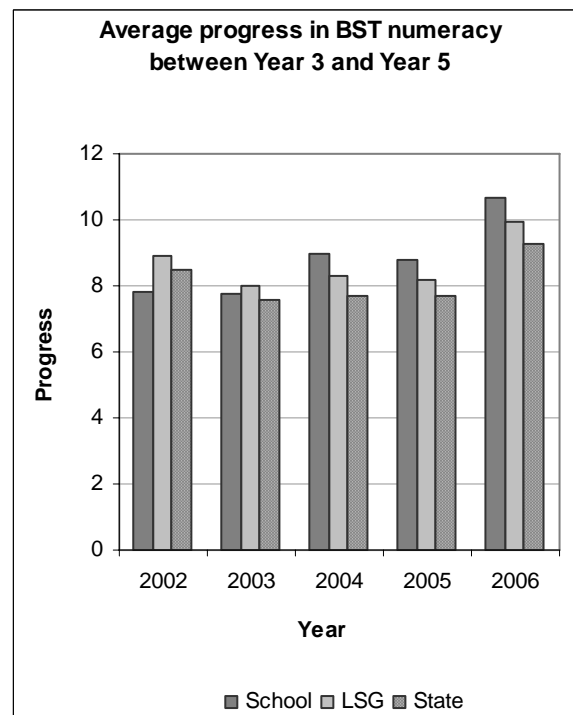
**Numeracy - Basic Skills Test (BST) Year 5**

Sixty two percent of our students were in the top two bands (5 and 6) compared to fifty six percent of students across the state. No students from our school were in the bottom two bands compared to 6% of the state. One hundred percent of the students in Year 5 demonstrated expected or higher level skills in numeracy. The mean score for Year 5 was 0.9 points above the state mean.



**Progress in Numeracy (Value-adding)**

The progress of 39 students has been tracked since 2004 when they were in Year 3 at this school. These students' results show a wide range of improvement rates. 87.4% of these students have shown a growth equal to or above one skill band and 12.6% have shown growth of less than one skill band.



## National Benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Student performance in the Basic Skills Tests in our school is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 Students in Our School Achieving Benchmarks in 2005 and 2006

	2005 Percentages		2006 Percentages	
	School	National	School	National
Reading	100%	*	100%	*
Writing	100%	*	100%	*
Numeracy	100%	*	100%	*

\* National benchmarks were not available for 2005 or 2006 at the time of preparation of this report

Percentage of Year 5 Students in Our School Achieving Benchmarks in 2005 and 2006

	2005 Percentages		2006 Percentages	
	School	National	School	National
Reading	98%	*	96%	*
Writing	98%	*	98%	*
Numeracy	95%	*	100%	*

\* National benchmarks were not available for 2005 or 2006 at the time of preparation of this report

## Student, teacher and parent satisfaction

In 2006, the school sought the opinions of parents about the school. Their responses are presented below.

- 93% of parents indicated that special activities are always or mostly signalled well in advance.
- 82% feel that always or mostly they are informed about how to help their child with learning.
- 100% believe that parental participation is always or often valued within the school.
- 99% indicated that teachers and school staff are always or mostly courteous
- 100% indicated that always or mostly complaints are investigated quickly.
- 94% feel that complaints are always or mostly investigated fairly
- 99% always or mostly know who to contact if there is a problem at school.
- 98% indicated that that they always or mostly receive a prompt reply when they contact the school.

- 97% of parents indicated that they always or mostly receive a satisfactory reply when they contact the school.

Overall, the results of the survey indicate a positive relationship between the school and its community. Structures and processes have been developed to facilitate effective two way communication. Levels of dissatisfaction were low in all areas. The high level of support received from parents demonstrates an understanding of mutual responsibility for student learning. We will continue to look at strategies to assist parents about how to help their child with learning. Ensuring parents are contacted before concerns become too serious will be a priority in future years.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Whelan  
Wilma Vallis  
Tasmin Gillett  
Carol Fortey

Principal  
Assistant Principal  
Assistant Principal  
Parent

**Frank Potter**  
**School Education Director**  
**Hunter/Central Coast**

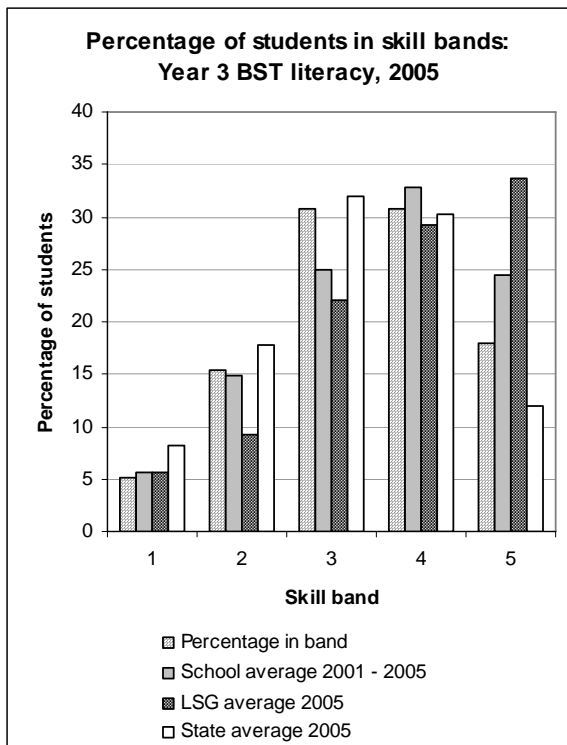
## School Contact Information





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0243811431  
[www.avocabch-p.schools.nsw.edu.au](http://www.avocabch-p.schools.nsw.edu.au)  
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## Information to help you read this report

### Reading Basic Skills Test Graphs



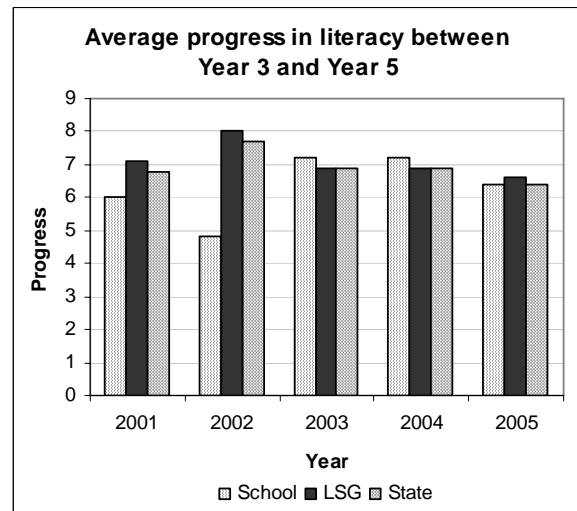
-  This bar shows the percentage of students in our school in each skill band in 2005.
-  This bar shows the average percentage of students in our school in each band between 2001 and 2005.
-  This bar shows the average percentage of students in each band in schools like ours (our Like School Group).
-  This bar shows the state average in each band for the last five years, 2001-2005.




### Skill Bands

In the Basic Skills Test, the performance of students is reported in skill bands ranging from skill Band 1 (lowest) to skill Band 5 (highest for Year 3) or skill Band 6 (highest for Year 5). These skill bands indicate increasing levels of student ability in literacy and numeracy as measured by the test. Skills typical of students in each band are described in the report to parents. In Year 3, students in skill Band 2 or above are generally achieving at or above the minimum standard. In Year 5, students in skill Band 3 or above are generally achieving at or above the minimum standard.

### Reading Progress Graphs (Value-Adding)

Progress (value-adding) is the average difference between students' Basic Skills Test marks in Year 3 and the performance of the same students two years later in Year 5.



-  This column shows the average progress by students in our school
-  This column shows the average progress by all students in schools like ours (our Like School Group)
-  This column shows the average progress by students in the state

### \*Like School Groups (LSGs)

For reporting purposes all Government schools in New South Wales have been divided into seven groups. Our school has been allocated to one of these groups based on the community which we serve and our geographical location. Throughout the report we have compared the achievements of our students to the achievements of students in schools like ours, that is, to students in our Like School Group.