

Albury Public School Annual Report



2016



1017

Introduction

The Annual Report for 2016 is provided to the community of Albury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Vicki Harris

Principal

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Message from the Principal

Albury Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Albury Public School Community.

The school provides outstanding opportunities for students in both educational and extra-curricular activities. The introduction of a dance ensemble this year was something the students enjoyed immensely and our two debating teams grew in confidence at every outing and with each win.

Opportunities for our students are made possible by the commitment and dedication of staff, parents and the local community working together. An outstanding example of this was the 2016 School Art Show. The show included presentations by our Choirs, Dance Ensemble, Robotics Club and every student had at least one piece of art work displayed. The 4CCB Photographic display was a highlight of the Art Show. Albury Public School students were the very happy recipients of the enhancements made to the Manor Playground donated by the P&C Association.

The introduction of a Robotics Program to a single class this year has laid the foundation for a transition to new Science Syllabus activities for our Stage 3 students.

Vicki Harris

School background

School vision statement

Providing excellence in a dynamic and positive environment.

School context

The community is proud of the history of Albury Public School.

Albury Public School welcomes diversity and has an established culture of high expectations of both students and staff.

Whilst recognising its heritage, the school is committed to providing educational programs for today's students which will adequately prepare them for their place in society. The school aims to develop children who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. The academic, cultural, physical, social and moral development of each child is encouraged.

School programs include: The Stephanie Alexander Garden Program for Year 4 students; Bluearth, a wellbeing program; and Live Life Well.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The evidence collected indicated that Albury Public Schools was overall delivering in the area of Learning. In the area of Teaching we were delivering in effective classroom practice, data skills and use, and professional standards. In the Teaching areas of collaborative practice and learning and development we were sustaining and growing. In the area of Leading the evidence indicated that we were working towards delivery in school planning, implementation and reporting, and management practices and processes. Whilst we were delivering in leadership and school resources.

As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to engage and succeed relevant to their stages of learning and development. During the year, our teaching staff undertook self-assessment using the elements of the School Excellence Framework. Subsequent reflections will lead to further improvements in the delivery of education to our students, by informing, monitoring and validating our journey.

In the area of Learning we continued work in the area of new curriculums including History and Geography and English through Concepts, ensuring staff are aligning teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating learning continues to be a focus area to help meet student needs. Programs such as L3, Focus on Reading and Writing in the Middle Years have aided this focus. Staff have developed 'I Can' statements in the areas of Reading Texts, Comprehension to further increase their understanding and inform students ideas on what they have to do next to continue their growth. We actively collect and use information to support students' successful transitions, with a particular focus on meeting with pre-schools before commencing Kindergarten transition programs. Refinement of the information being provided for high school transition is continuing with the Crossing Point Learning Community modifying the sort of data being provided to reflect current educational practices.

A concerted emphasis on student attendance, especially late arrivals in Terms 3 and 4, saw a marked decrease in the number of minutes of learning being lost. Ongoing information being provided to families through newsletter articles and websites, has also received positive comments from the school community.

In the domain of Teaching, our foci have been on Data Skills and Use and Collaborative Practice. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. In Semester 2, the majority of our K-6 professional learning was focussed upon improving our understanding of PLAN data to inform our teaching practices. The staff have worked collaboratively to design assessment tasks across all Key Learning Areas. These tools are used regularly to monitor student learning progress, to identify skill gaps for improvement and investigate intervention strategies to help support need.

The staff actively engaged in quality opportunities for staff to provide and receive planned constructive feedback from their peers to improve teaching practice. Classroom observations and peer visits, have allowed for teachers across the school to be reflective of their own teaching and act in an advisory and mentor role to help improve the teaching across the school. All staff completed individual Performance and Development Plans based on self-identified professional learning, the School Plan and Strategic Directions. School visits and extended staff meetings were evidence of the introduction of Visible Learning to the school.

As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff who are aspiring school leaders. Whole school and stage activities are increasingly being led by teachers. Two staff were successful in gaining relieving executive in other schools for 2017. We also understand that creative and innovative ways of using school resources can help maximise student learning.

Additional financial allocations have increased our ability to support individual student learning by employing additional School Learning Support Officers to support in the critical Literacy and Numeracy sessions. Beginning teachers were mentored by an experienced and effective teacher and their confidence in their understanding and ability reflected improved student outcomes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Positive and respectful relationships in an engaging, supportive and productive learning environment.

Purpose

Students who are innovative and resourceful achieving their best, utilising technology, communication skills, collaboration, independent thinking and resilience with an expectation that every student will do their best.

Students demonstrating a social conscience and a values system to become productive and effective community members and lifelong learners.

Overall summary of progress

During 2016:

- 'I Can Statements' have been developed for all stages in Comprehension and Reading Texts.
- Professional development activities for K–6 PLAN data analysis have been completed and whole school data has been displayed for staff.
- Resources have been purchased to assist teachers to more effectively collate data on student needs.
- Extension activity groups were formed for Stage 2 for writing, comprehension and number.
- Visible learning practices have been introduced to staff.
- Robotics was introduced utilising a 'Train The Trainer' model to Year 3.
- 'Celebrate Attendance' program utilised in Term 4.
- Professional learning activities were focussed upon attendance each term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Albury PS student growth in literacy and numeracy is 10% above the state average growth rate at Year 3, Year 5 and Year 7.	<p>'I Can' statements piloted in one third of classrooms across the school. Anecdotal reports indicate positive student engagement using these statements. Staff are inputting PLAN data each five weeks and starting to utilise the data to plan student activities, which display differentiation for student needs.</p> <p>Improved student growth was evident from Year 5 to Year 7, in NAPLAN, with very pleasing growth from a number of students in the top bands. The 'Celebrate Attendance' program reduced partial absences from school significantly. The Robotics program was positively evaluated by the students and anecdotal parent comments were also positive.</p>	<p>Professional Learning \$11 936.00</p> <p>QTSS Staffing component 0.4</p> <p>Science and Technology \$18 900.35</p>
5% reduction in students recorded for negative behaviour.	<p>Consistent use of practices to monitor student attendance and use of resources such as HSLOs to follow-up student attendance has lowered partial attendance absences and some chronic absenteeism has improved.</p> <p>Negative behaviour incidents have been followed up and greater use of behaviour management plans and risk assessments are evident.</p>	<p>Professional Learning activities at staff meetings.</p> <p>Student Welfare funds – \$4804.41</p>

Next Steps

Incorporate an effective learning engagement process within the school community which develops staff, engages students and encourages parents to be active participants in the learning process.

Teaching staff will further develop knowledge of the literacy and numeracy continuums and incorporate PLAN data to prepare teaching programs which allow for differentiation of content based upon need.

Consistently use resources to monitor and act upon student wellbeing.

Strategic Direction 2

High performing, collaborative and dynamic teachers.

Purpose

Teachers and support staff working collaboratively to provide curriculum sufficiently flexible to meet the diverse needs of our students; and teachers, who are experts in the classroom.

Lessons and learning opportunities are engaging and teaching strategies utilised are evidence based.

Teachers achieving excellence against national teaching standards.

Overall summary of progress

During 2016:

- Teaching staff were involved in a wide range of professional learning activities, including an extended staff development session at Jindera PS focussed upon History and Geography syllabi.
- Executive staff joined with executive from a number of schools in the Albury area, at a session focussed upon literacy development skills.
- Stage 2 and 3 teachers continued participation in Focus on Reading, which was led by two staff members who were trained as facilitators. Three staff members led sessions of the program 'Writing in the Middle Years'. Each of these programs included in-class activities with their students, between training sessions.
- School Performance and Development Plan booklets were produced and provided directions for classroom observations and PDP development.
- All teaching staff were involved in formal and informal lesson observations. Discussion before and after these sessions indicated positive acceptance of the processes and greater interest in utilising these opportunities is evident.
- PLAN data is used to monitor student improvement in literacy and numeracy and provides a focus for discussion about student growth. 10 staff visited Wodonga PS to view the implementation of Visible Learning in that school. Following discussions led to formation of 'I Can' statements in Reading Texts and Comprehension. Staff understanding of certain concepts displayed led to students verbalising their learning progress more readily utilising terms such as 'Warm' and 'Cool' feedback and 'In the Pit'.
- Google Apps and Microsoft learning tools are being utilised in classrooms as a means of collaborative learning.
- Beginning teachers were mentored by an effective experienced teacher.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff and students utilising 21Century Learning technologies to engage in and attain educational learning outcomes.	All Staff completed research based Visible Learning activities leading to the development of stage-based 'I Can' Statements. Google Apps and Microsoft Classroom were utilised by staff members to share and collate information with students and readily engage them to collaborate with their student cohort and staff. Beginning teachers were mentored by an experienced and effective teacher on a weekly basis. This led to significant growth in confidence of the staff and greater achievement of outcomes by the students.	Professional Learning funds \$9 567 Staffing component 0.2

Next Steps

Training and development of staff in 21st Century teaching and learning strategies to improve student outcomes and quality practice will continue.

Collaboration, lesson observations and effective feedback will be used to drive the delivery of quality teaching.

Use of teaching standards are incorporated into professional learning and planning across the school.

Strategic Direction 3

Excellent and responsive leadership with a shared commitment for growth for all.

Purpose

Staff engaged in individualised, team and shared performance within a development framework.

A school community committed to the schools strategic direction and practices.

Overall summary of progress

During 2016:

- Opportunities have been accepted by staff to lead stage and whole school activities throughout the school.
- Student led activities were on offer for other students each week. The participation rates were extremely high and led to other students making suggestions about future activities.
- Student activity groups were established to engage more students in group activities during lunch times. The 'Coding' Club attracted enough participation that a second group for beginners was established. The 'Colouring' Club was self-monitoring and participation was consistent.
- Riding to School Day had an increased number of participants and the introduction of a 'Father's Day Breakfast' by the P and C achieved over 1/3 of families participating.
- The APS Facebook Page has achieved over 600 likes and is proving to be an effective means of communicating school activities, both within and outside the school, quickly and efficiently to families and friends.
- The 2017 Kindergarten Orientation program was very well received and anecdotal evidence indicated the change in format for the parent night was a highlight.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in students who are designing, facilitating and leading activities within the school.	Student led activities were evident every week within the school. These included 'Doing Things Together', weekly sport activities led by Year 6 students, the Coding Club led by experienced coders who mentored beginning students and the Colouring Club. Student feedback was positive from both leaders and participants.	Resources \$1 200
Staff indicate personal growth through engaging in leadership roles based upon professional expertise.	Teachers engaged in leadership roles which included professional learning activities, School and Community activities such as the Art Show. Two teaching staff applied for and were successful in gaining relieving executive positions outside the school. Three staff members relieved in higher positions within the school. Two staff members successfully attained proficiency level and two had their maintenance level of proficiency approved. Two substantive assistant principals successfully completed AP/DP Middle Executive Project.	Professional Learning funds \$3 418
20% increase in parent/carer attendance and participation in community based forums for school involvement.	Increased numbers participating in Riding to School Day, and the Art Show were evident. 'Father's Day Breakfast' and the Art Show demonstrated family and community involvement in student based activities within our school.	

Next Steps

Form 'strategic direction' teams. These teams begin planning, reviewing for 2018–2020 school plan and create a school vision and purpose for 2018–2020 plan.

A culture of self–reflection for continuous improvement will be evident within the school.

Students and staff are provided with support and opportunities to further develop leadership skills.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>All Aboriginal students who requested additional financial support were able to attend all excursions.</p> <p>Teaching resources purchased to support Aboriginal Cultural Awareness activities in classrooms</p>	<p>\$8479</p> <p>\$1889</p> <p>\$ 421</p>
English language proficiency	Staff employed to support students developing English proficiency.	<p>\$14101</p> <p>0.2 Staffing component.</p>
Low level adjustment for disability	<p>All students requiring adjustments and accommodations are catered for within the school.</p> <p>Identified students were referred for learning support this year, in addition to students who were on recurring monitoring.</p> <p>School Learning Support Officers were utilised to support the implementation of individual students' programs.</p> <p>Online subscription for Reading Eggs to assist emerging readers.</p> <p>Resources purchased to assist teachers to more effectively diagnose and collate data on student needs.</p>	<p>\$14401</p> <p>\$446.36</p> <p>\$2764.12</p>
Quality Teaching, Successful Students (QTSS)	Targeted students worked in small groups from Stage 2 to improve their reading, comprehension and number skills. Above expected growth was achieved by all students targeted.	0.2 Staffing Allocation
Socio-economic background	<p>All students who requested additional financial support were able to attend all excursions.</p> <p>Individual Behaviour Plans were developed and implemented for students in need.</p> <p>Teaching resources to cater for differentiated programs.</p>	<p>\$4803.79</p> <p>\$27763.56</p> <p>\$11943.27</p>
Support for beginning teachers	Attendance at targeted professional learning activities and on-going mentoring and in-class observations and support provided to beginning temporary teachers	<p>\$11 789</p> <p>0.2 Staff Allocation</p>
Targeted student support for refugees and new arrivals	Staff employed to support students developing English proficiency, to connect with parents and become comfortable with the school setting.	Refer to English language proficiency

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	280	290	301	309
Girls	307	294	292	303

In 2016 student numbers have risen against the current trend, but they are expected to fall in 2017 as there is a very large cohort of Year 6 students leaving.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	95.2	95.7	95.2
1	95.6	95.1	94.1	94.8
2	94.6	96.3	95.3	94.1
3	94.9	94.4	93.5	94.4
4	94.7	94.2	93.3	94.1
5	94.3	94.6	94.9	93.2
6	93.7	94.8	93.7	92.4
All Years	94.8	94.9	94.4	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

With a focus on decreasing student partial absences, in Term 4 the results for that term were impressive, however, generally families are still choosing to take students out of school for appointments and other family commitments.

A range of strategies are implemented to improve the students' attendance rates which include:

- monitoring of attendance data;

- information regarding the importance of attendance published in the weekly newsletter;
- follow up with parents and carers of absent students;
- letters of concern sent to parents whose children are exhibiting a high rate of absenteeism; and
- referral of students to the Home School Liaison Officer for additional support as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016, no members of the workforce at Albury Public School identify as being of Aboriginal or Torres Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

All teaching and support staff at Albury Public School

participated in a number of professional learning activities designed to build the capability of staff to achieve some of the key priorities as set out in the School Plan.

As well staff has been involved in professional learning programs that have built skills and knowledge in nominated mandatory areas.

Three staff have been either accredited or maintaining accreditation at Albury Public School at the Proficient level. There were two beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient and none were actively seeking voluntary accreditation at Highly Accomplished or Lead.

School Development Days (SDD)

During the Term 1 SDD staff completed mandatory training (Child Protection and Code of Conduct) as well as establishing processes for the Stage Teams in 2016. The Term 2 SDD day focussed upon 21st Century Learning Tools and online collaboration activities such as Google Apps and Microsoft Classroom. Additional activities included reading and reviewing data to plan more effectively for students. In Term 3 we looked at Literacy activities – Groups were focussed upon L3, Focus on Reading and Writing in the Middle Years. In lieu of the Term 4 SDDs, staff completed the following extended staff meetings: A joint activity with Jindera PS staff on History and Geography in Term 1. In Term 2 the extended staff meeting was on Visible Learning, in Term 3 'Proficiency is the new minimum standard'. This included activities using from NAPLAN and PLAN data. First aid training including Anaphylaxis Training and Resuscitation were held in Term 4. In 2016 teaching staff members at Albury PS incurred an average expense of \$1 418.10.

Teachers of Year 1 and Kindergarten engaged in L3 activities. Teachers from Years 2–6 were actively engaged in Focus on Reading, with two teachers trained as tutors. Three teachers led the Stage 2 and 3 teachers through the 'Writing in the Middle Years Project.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	252 701.86
Global funds	424 861.07
Tied funds	386 496.59
School & community sources	276 886.75
Interest	7 157.68
Trust receipts	11 382.95
Canteen	0.00
Total income	1 359 486.90
Expenditure	
Teaching & learning	
Key learning areas	69 720.33
Excursions	99 900.25
Extracurricular dissections	92 299.25
Library	9 960.90
Training & development	14 440.98
Tied funds	369 919.27
Short term relief	134 961.07
Administration & office	98 918.90
School-operated canteen	0.00
Utilities	78 171.90
Maintenance	29 211.53
Trust accounts	11 371.50
Capital programs	35 670.00
Total expenditure	1 044 545.88
Balance carried forward	314 941.02

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name Albury Public School, in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Albury PS students who achieved the top two bands were:

- Year 3 Reading – 47.7 and Numeracy – 40.7
- Year 5 Reading – 44.7 and Numeracy – 38.9

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Student responses were collected in Term 4, 2016 and 189 students in Year 3–6 completed the activity. A sample of their responses included

- 3.6% of students rarely felt safe at school;
- 80.85% responded that their classroom was an interesting place to learn usually or always;
- 81.29% of students responded that 'samples of my work show me how I have improved, usually or always'; and
- 95.76% responded that 'my teacher expects me to do my best' usually or always.

Parent Community Responses were also collected in Term 4, with a very small response

- 96.4% responded that they strongly agree or agree that 'Albury PS is an attractive and well resourced school eg classrooms, library and grounds';
- 92.85% responded that they strongly agree or agree that 'The school is a friendly school that is tolerant and accepting of all students';
- 96.29% responded that they strongly agree or agree that 'The students are the school's main concern'; and
- 92.85% responded that they strongly agree or agree that 'The school teaches and promotes school values'.

Staff responses included:

- 92.3% responded that they strongly agree or agree that 'The school is connected to it's community and welcomes parental involvement. Parents are encouraged to contact the school to discuss concerns';
- 95% responded that they strongly agree or agree that '2016 has had a greater focus upon achieving student proficiency in literacy';
- 100% of teaching staff responded that they strongly agree or agree that 'Your professional learning is targeted to the School Plan, your PDP and/or DoE policy'.

Policy requirements

Aboriginal education

Albury Public School promotes respect for the unique and ancient culture of the Aboriginal people through ensuring all students are aware of the reasons why an acknowledgment of the traditional custodians of the land is done in all assemblies.

Through the inclusion of Aboriginal perspectives in the teaching programs all students are provided with opportunities to develop their understanding of culture, history and perspectives. The in-class work was supplemented by attendance at a cultural performance available to all students.

Multicultural and anti-racism education

Albury Public School has a staff member trained as an Anti-Racism Contact Officer(ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism. Throughout 2016 Albury Public School continued its EAL/D program with new students enrolling from Iran, Vietnam, Ireland, India and Nepal. 45 students are assessed as Beginning, Emerging, Developing or Consolidating English language learners, as classified by the ACARA EAL/D Learning Progressions. The EAL/D program aims to be an inclusive program that provides a sense of belonging for everyone.

Through RAM funding the staffing allocation was 0.4 EFT. Mrs Hodgson worked with many of the EAL/D students specifically those in the beginning and emerging language development bands. Through individual and small group support, both in class and in withdrawal groups, regularly using ICT and the learning space available in the VC room. Mrs Hodgson also monitored student progress in English language learning by liaising with classroom teachers, executive and other school staff.

This year APS celebrated Harmony Week's theme, "Our diversity is our strength" in many different ways, including making decorated hands and posters, and decorating the notice board near the Gym and the hallway of the Administration block with a Diversity themed tree. EAL/D students also participated in school excursions, camps and the swim scheme.

Other school programs

Each year the school undertakes an expansive range of activities across many areas including sport, creative and performing arts, and local Albury events. The successes of these are reported at the time they occur through the school newsletter. To learn more about Albury Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.albury-p.schools.nsw.edu.au/>

To keep informed about Albury Public School achievements and happenings you can join the schools social media Facebook page, simply like the page to receive regular updates.