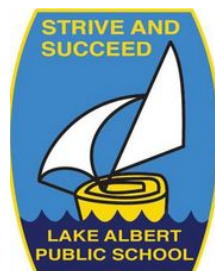


Lake Albert Public School Annual Report



2016



2357

Introduction

The Annual Report for 2016 is provided to the community of Lake Albert 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.

Russell Graham

Principal

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School background

School vision statement

At Lake Albert Public School we engage with our community to provide an inclusive, well resourced environment characterised by quality teaching and learning practices which allow students to reach their true potential and become confident, creative individuals, who are prepared for 21st century opportunities.

School context

Lake Albert Public School is situated on the foreshores of Lake Albert, Wagga Wagga. It has been an integral part of the community for over 140 years. The school has a rich history of many generations of the one family attending the school. Members of the community often stay connected to and support the school throughout their lifetime. The school has always played an important role within the local community, being steeped with historical significance and enjoys ongoing support of the wider community.

There has been a steady increase in enrolments over the past 6 years with a current enrolment of 505 students of which 34 identify as Aboriginal. Projected enrolments for 2015–17 are expected to slowly increase, peaking in 2017.

Our school currently has 20 mainstream classes and one Special Education class which caters for students with Moderate Intellectual Disability (IO). Lake Albert Public School has a staff who are committed to developing expertise in delivering innovative programs in literacy, numeracy, 21st Century Learning and student wellbeing.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are:

Delivering in Effective Classroom Practice

Delivering in Data Skills and Use

Delivering and Growing in Collaborative Practice

Delivering and Growing in Learning and Development

Delivering in Professional Standards

The school is directed by the Strategic Directions of the 2015–2017 School Plan. This plan is point of reference for the school community and is central to school decision making. The school values the importance of strong attendance and maintaining high behavioural expectations. Staff understand that there is a need to provide adjusted learning for identified students. All staff understand that student engagement, learning and wellbeing are related and follow a whole school welfare policy that recognises positive and negative behaviours accordingly. The school looks to identify ways to modify the school day to best meet the learning needs of students. Weekly assemblies acknowledge students for excellence at school. This provides individual students with explicit recognition of academic achievement and/or specific positive behaviour.

Staff are provided with, and committed to all mandatory training to ensure the safety and wellbeing of all students is catered for. Our Strategic Directions 2 focuses on enhancing the learning environment and wellbeing of students. Whole school adoption of the How2Learn habits has provided the school and community with common language and teacher programming to deliver educational experiences. It has allowed for teachers to deliver

differentiated lessons by grouping like learners and focusing on learning skills. The school invests in technology to provide students and staff with appropriate tools to engage in learning experiences. Teaching staff are directed by agreed scope and sequences that provide consistency across stages and year groups allowing for common content and learning outcomes.

Parents are informed of student achievement through formal reports. Parents are encouraged to communicate with class teachers to discuss the child's learning and development.

Lake Albert Public School (LAPS) has strong programs in place to assist in the transition to school for Kindergarten students. Our transition to school program is held in Term 4 and engages preschoolers and parents in a positive environment that develops confidence and familiarity in the young student, parents and the school community.

Staff utilise a variety of data to inform teaching and learning. Internal assessment schedules and regular data entry provide teachers with knowledge of student achievement and understanding. Whole staff analysis of external testing and data provides feedback and information regarding student growth and trends across student performance.

The results of this process indicated that in the School Excellence Framework domain of Leading we are:

Delivering in Leadership

Delivering in School Planning, implementation and Reporting

Delivering in School Resources

Delivering in Management Practices and Processes

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Programming and planning is monitored and discussed with teachers and supervisors ensuring a systematic and accountable approach to content delivery. Class teachers and support staff operate effectively to develop real connections with students and create learning environments that are safe and well controlled.

Student data is used to drive teaching programs. Student performance is recorded and used regularly to help monitor learning progress and to identify skill gaps for improvement. Student tracking checklists, for academic performance and attendance are used to identify and target individual students and their needs.

Professional Development sessions enable the staff to understand the Literacy and Numeracy continuums and decide on strategies and lesson plans that will move students to the next cluster. Classroom teachers use up-to-date data regarding the students they teach to develop and implement differentiated, engaging and meaningful programs tailored to suit student needs based on the continuums and implementation of the Australian Curriculum requirements.

Staff value collaborative practice and staff meetings are an important part of this process. During these meetings staff engage in collaborative learning, planning, evaluation, assessing and analyse to identify areas of improvement, to enhance teaching and/or improve student performance, growth and engagement.

Teachers engage in peer and supervisor observations and receive feedback on planning, content and delivery to improve teaching practice.

Lake Albert is a How2Learn (H2L) school and has embedded this pedagogy into school practice. This is supported by linking H2L professional learning, Professional Development Plans (PDPs) and the School Plan ensuring that adequate time and resources are available to meet the needs of teachers. Beginning and early years teachers are supported through negotiated PDPs with supervisors to ensure that professional needs are met and teacher improvement occurs.

At LAPS there is a particular focus on linking the School Plan with individual teacher goals and teaching standards. Professional Learning activities are focused on building the staff's understandings of effective teaching strategies to meet the strategic directions of the school.

The results of this process indicated that in the School Excellence Framework domain of Learning we are:

Delivering in Learning Culture

Delivering in Wellbeing

Delivering in Curriculum and Learning

Delivering in Assessment and reporting

Working Towards Delivering in Student Performance Measures

Communication is paramount in a school the size of Lake Albert PS. To ensure effectiveness of practice and processes, all relevant people need to be accurately provided with information. Meetings are an important part of our communication and development processes. The focus of these meetings vary and include administration, school planning, evaluation, reporting, programming, professional learning, assessment and analysis and collaborative practice. Meetings include weekly briefing, stage and/or staff meetings and Learning Support meetings. A centralised communication tool SENTRAL is being used more effectively with the use of calendars and whole school access to minutes, information and events. Changes to policy and updating and embedding procedures are continually revised and developed to ensure a clear line of planning, budgeting and accurate information.

Teachers use PDPs to identify professional learning. These plans are discussed and developed with executive support and are enabled through school funds to ensure staff development is ongoing and delivered to meet whole staff and individual needs.

The school's financial and physical resources are utilised to deliver quality student learning and to best meet the needs of the school community. School grounds are utilised to provide outdoor learning areas and safe playing environments. Outside school hours care operates within the school ground and provides the option of care before and after school and vacation care.

Teachers use student performance data to evaluate the effectiveness of teaching practices. NAPLAN results are analysed through SMART data providing teachers with an opportunity to identify and understand whole year trends and performance.

Teachers are provided with targeted time for professional learning. School funds are allocated to providing teachers with time with peers to present, discuss and analyse data across same stages. This has allowed for teacher growth in understanding of the importance of up to date data/information and has led to a better understanding of valid and consistent teacher judgement.

All staff are encouraged to take on leadership roles and areas of responsibility within the school. Specific roles and responsibilities delegated as appropriate across school executive and class teachers allow for opportunities to develop leadership skills and professional development. Students are provided with leadership opportunities through School Representative Council and external leadership programs.

Lake Albert PS is beginning to establish productive relationships with the wider community of schools in Wagga Wagga. Staff are actively encouraged to be involved in the Wagga Wagga Community of Public Schools (WWCoPS) for professional learning and to further develop community interschool networks.

Accountability practices are tied to school development and include open reporting to the community. The school leadership team communicates clearly about school priorities and practices to all staff, parents and other stakeholders. This is done through staff, stage and P&C meetings, Annual School Report and newsletters.

Milestones are completed in collaboration with teaching staff.

Our self-assessment and the external validation 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

Fostering Quality Teaching & Leadership

Purpose

To foster quality teaching and leadership by creating a culture characterised by ongoing, relevant evidence based professional development focused on improving teacher capacity to maximise student learning outcomes.

Overall summary of progress

Organised training and development opportunities allowed staff to plan then implement quality teaching and learning activities within the classroom and to then meet with colleagues to discuss and interpret student achievement in comparison to the outcomes and indicators in the syllabus. These professional opportunities saw collegial practice and collaborative planning and programming begin within stage groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.	Staff took part in fortnightly professional development sessions, aimed at creating consistent teacher judgment against the outcomes and to prepare and discuss lesson ideas and practices that were being used successfully in the classrooms, providing a differentiated curriculum for student needs. All staff will be using the data gathered from SMART training and development to drive future class programs.	Literacy and Numeracy \$19900
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.	Fortnightly training and development opportunities within the school environment as well as outside opportunities were provided to staff, aligned with personal, school and departmental goals.	QTSS FTE 0.389
A systematic coaching model to be embedded in all levels of school, to deliver quality teaching, resulting in students achieving expected growth.	Coaching facilitation was not conducted in 2016. Not all executive were provided with the facilitator training.	

Next Steps

In 2017 Lake Albert staff will work towards further collaborative planning and programming, sharing quality teacher practices and resources. Staff will be provided with opportunities to attend training and development sessions that align with their personal goals as well as school and departmental goals. Staff meeting times will be realigned to provide teachers to meet regularly to focus on teaching and learning with colleagues in their stage and year.

Strategic Direction 2

Enhancing the quality of student learning & wellbeing

Purpose

To enhance the quality of student learning and wellbeing by providing stimulating, innovative learning experiences which allow our students to achieve and thrive as 21st Century learners, leaders and responsible, productive citizens.

Overall summary of progress

In 2016 Lake Albert staff focused on providing stimulating and innovative learning opportunities for students. Staff took place in many and varied training and development opportunities to increase and develop personal skills. Positive, collegial practice ensured that staff were able to share ideas, practices and resources to further upskill staff, directly impacting on quality teaching and learning within the classroom.

The school undertook an extensive review of the Learning and Support team model and strengthened the identification, referral and delivery of support across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. Student data and attendance rates will demonstrate increased engagement in student learning.	Quality teaching practice was a focus during professional development opportunities. Staff shared successful practices within their classes and staff that had attended specific training and development opportunities shared resources and experiences with staff.	Professional Learning \$35100
All identified students will have personalised learning and support provided through a differentiated curriculum and monitored by the Learning and Support Team	Student data and attendance rates were monitored closely. Executive focus on attendance provided greater communication with parents and families. Personalised learning plans for all identified students were created with the support of parents and students. The Learning and Support team undertook the evaluation and modification of procedures practices for seeking school Learning and Support in 2016.	Low Level Adjustment FTE 1.1

Next Steps

In 2017 Quality Teaching will remain the priority focus. Teaching staff will be engaged in identified whole staff and stage level professional learning. Writing and numeracy remain a focus.

The Learning and Support Team will continue to amend and change their policies and processes to align with new departmental regulations and policies. All identified students who require Personalised Learning and/or Behaviour Plans or Health Care Plans will have these completed by the end of Term 1 2017. The Learning and Support Team will adjust the model and delivery of intervention to deliver support across K – 6. Teaching and Support staff will be provided with greater opportunities for training and development to assist with student learning.

Strategic Direction 3

Connecting & collaborating with the community

Purpose

To connect and collaborate with the school community through the implementation of effective communication strategies which focus on collaboration, decisionmaking, information sharing and the development of authentic partnerships.

Overall summary of progress

During 2016 the number of parents and carers accessing the website and Enews grew considerably. This was evident in the number of families responding to notes and news items within the allocated timeframe. Transition programs between our feeder high school and closer communication between Stage 3 staff and stage 4 staff allowed for students to feel prepared for high school and allowed the Stage 4 staff the ability to gather date, ensuring a smooth start to secondary school for most students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The school is recognised as excellent and responsive by the community as a result of its effective engagement with members of the local community which will be evident through;</p> <ul style="list-style-type: none">· 25% increase in parents accessing parent forums and technology to further understand school structure and curriculum.· 85% approval of school programs, directions and communication processes as part of annual review.· All academic information will be provided and discussed with partner high schools to enhance Year 6–7 transition processes.	<p>A greater percentage of parents are accessing the website and Enews as well as the Facebook page, operated by the P&C. These communication tools are effectively engaging the community in school events and in a swifter return of permission notes.</p> <p>High school transition was made easier through consistent communication between Stage 3 & Stage 4 staff, highlighting students who required special considerations for many reasons including mental health, academic issues and social interactions.</p>	<p>Socio–Economic Background</p> <p>\$2000</p>

Next Steps

In 2017 Lake Albert would like to continue to involve the community by informing parents and carers about the curriculum changes and learning practices that are occurring in student numeracy. The highly successful parent forum conducted in 2015 on literacy was met favourably by many parents and community members and plans are to repeat the same style of forum based on number.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Development, implementation and consistent use of Personalised Learning Pathway template for all students across community of schools. Individual support developed by for teacher to have a successful plan for Aboriginal students to support learning though holiday period for a positive start to 2017.</p> <p>Whole staff development in Cultural Awareness training and professional development.</p> <p>Development of a Aboriginal Education committee.</p> <p>Development of Aboriginal Education Action Plan developed to guide Aboriginal Education in 2017</p>	<p>Aboriginal Background</p> <p>\$23500</p>
Low level adjustment for disability	<p>Students were able to successfully participate in all school-based activities including swim school, sport events and whole-school events.</p> <p>Teachers modified class programs and classroom environments to best suit the individual needs of each student.</p> <p>Plans were assessed and evaluated, providing data for teachers to use the following year.</p> <p>School Learning Support Officers employed to provided focused and targeted support.</p> <p>Engagement of Assistant Principal Learning and Support to review current Learning and Support practice and procedures.</p>	<p>Learning and Support – Flexible Funding</p> <p>\$59600</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional time given to support early years teachers.</p> <p>Fortnightly training and development opportunities within the school environment as well as outside opportunities were provided to staff, aligned with personal, school and departmental goals.</p>	<p>FTE 0.389</p>
Socio-economic background	<p>Teaching focus on adjustments made in the classroom to identified students and the formal recording of adjustments through a detailed Learning Plan.</p> <p>Focus on transition of identified students for 2017 to ensure a successful transition into new classes and cohorts.</p> <p>Kindergarten transition program implemented with executive, teacher and learning support office support for students.</p> <p>Review meetings held to evaluate support from 2016 and develop a plan for 2017.</p>	<p>Socio-Economic Background</p> <p>\$24000</p>

<p>Support for beginning teachers</p>	<p>Beginning teachers worked collaboratively with other staff and students within their classes showed growth both academically and socially.</p> <p>Additional time negotiated to meet the individual professional needs of beginning teachers. This included PL opportunities, regular additional release from face to face teaching or time off teaching duties for development focus.</p>	<p>Beginning Teacher \$15000</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	226	239	256	248
Girls	239	256	251	260

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.7	95.4	94.2
1	95.5	94.1	93.5	95
2	95.2	95.5	94.5	94.9
3	94.8	95.2	95.4	95.1
4	95.8	96.3	94.4	94.7
5	96.3	95.6	94.7	94.1
6	94.6	94.8	93.4	93.8
All Years	95.4	95.3	94.5	94.6
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

Class sizes

Class	Total
KH	18
KC	19
K/1P	19
KS	18
1/2B	24
1/2M	25
1/2L	25
1/2E	24
1/2D	24
1/2N	24
3/4P	28
3/4M	28
3/4L	28
3/4D	28
3/4W	27
4/5H	28
5/6L	30
5/6D	30
5/6U	30
5/6O	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.72
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration & Support Staff	5.01
Other Positions	0.19

*Full Time Equivalent

Lake Albert Public has one permanent staff member who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Lake Albert Public School in 2016. With the release of different funding models and the position of off-class assistant principal, we were able to focus on the improvement of teacher quality, one of the largest indicators for student success.

Two class teachers successfully completed the Accreditation process to gain status as proficient. Two staff members completed the maintenance of accreditation process in 2016.

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

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	260 258.35
Global funds	407 165.54
Tied funds	333 370.14
School & community sources	150 215.11
Interest	6 174.79
Trust receipts	25 335.40
Canteen	0.00
Total income	1 182 519.33
Expenditure	
Teaching & learning	
Key learning areas	61 776.24
Excursions	44 322.55
Extracurricular dissections	75 686.90
Library	8 701.87
Training & development	2 976.62
Tied funds	339 958.89
Short term relief	101 831.45
Administration & office	71 659.55
School-operated canteen	0.00
Utilities	68 290.47
Maintenance	12 390.84
Trust accounts	29 894.73
Capital programs	30 596.95
Total expenditure	848 087.06
Balance carried forward	334 432.27

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.

Results in Year 3 Literacy show that in the area;

Reading 7% of students are below the National Minimum Standard & 52% are in the top 2 Bands at Proficient Level.

Writing 4% of students are below the National Minimum Standard & 54% are in the top 2 Bands at Proficient Level.

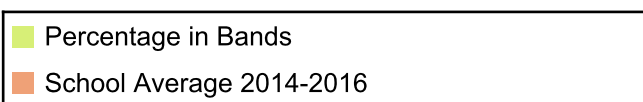
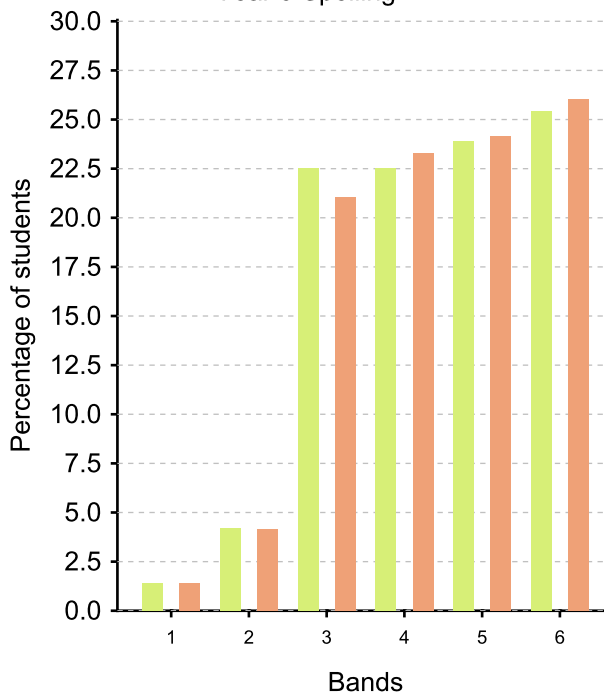
Spelling 5% of students are below the National Minimum Standard & 49% are in the top 2 Bands at Proficient Level.

Grammar & Punctuation 5% are below the National Minimum Standard & 46% are in the top 2 Bands at Proficient Level.

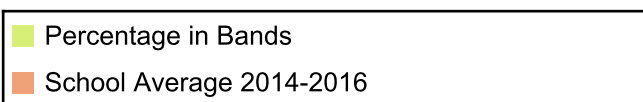
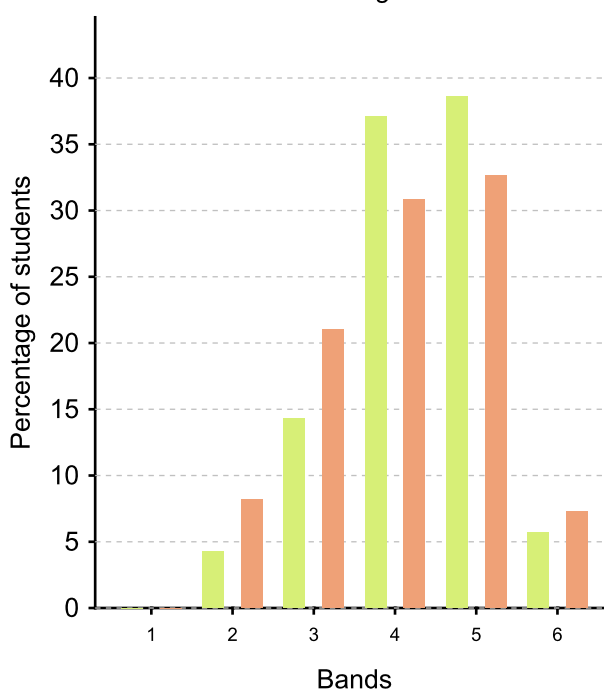
Results in Year 3 Numeracy show that in the area;

Numeracy 6% of students are below the National Minimum Standard & 34% are in the top 2 Bands at Proficient Level.

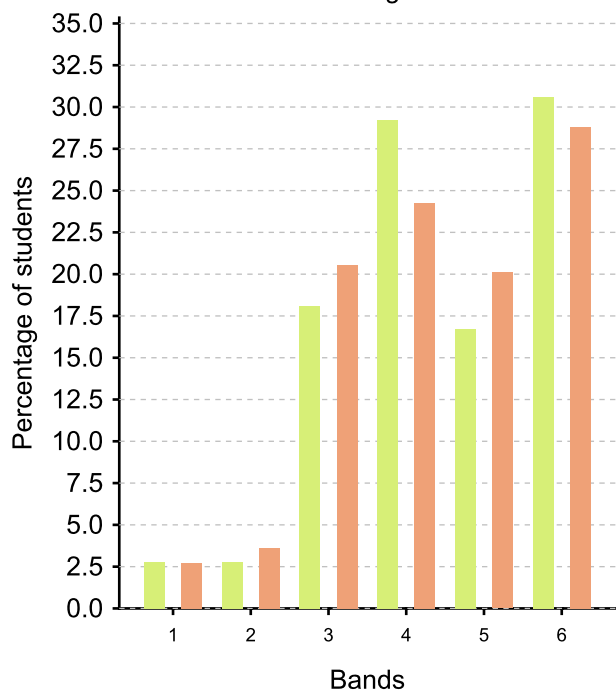
Percentage in bands:
Year 3 Spelling



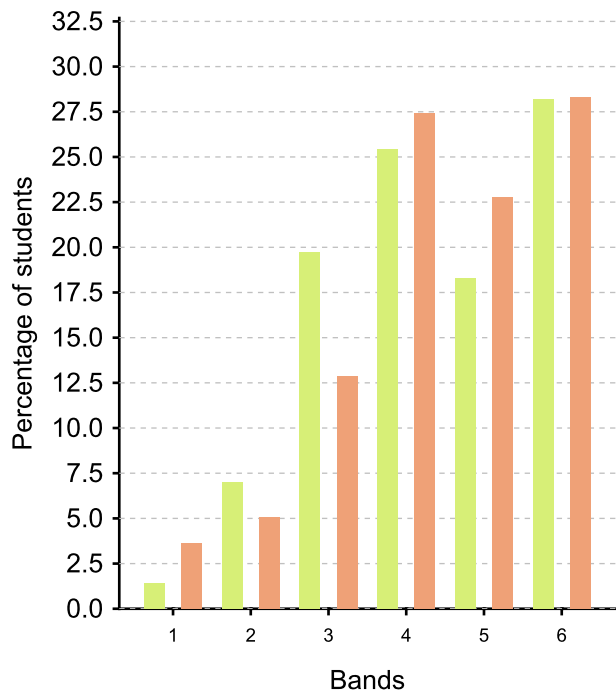
Percentage in bands:
Year 3 Writing



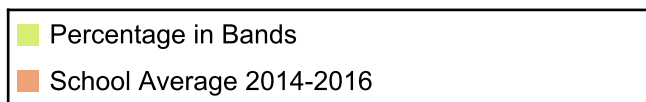
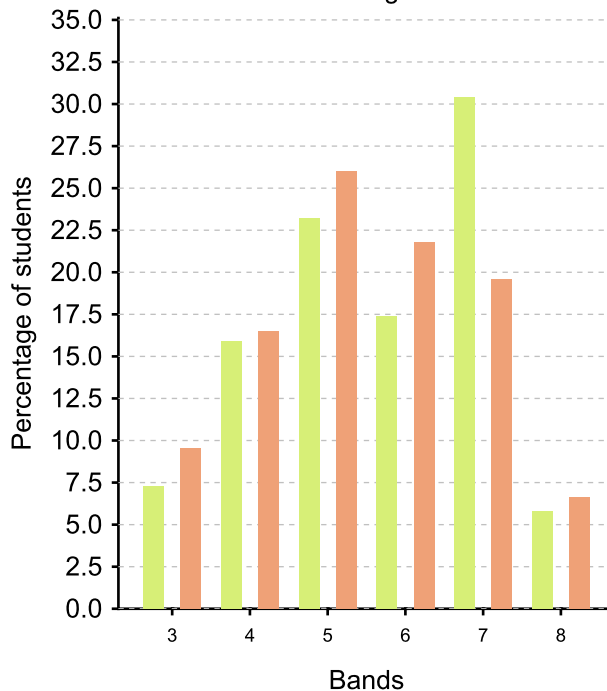
Percentage in bands:
Year 3 Reading



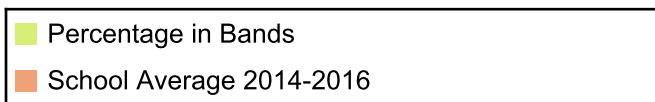
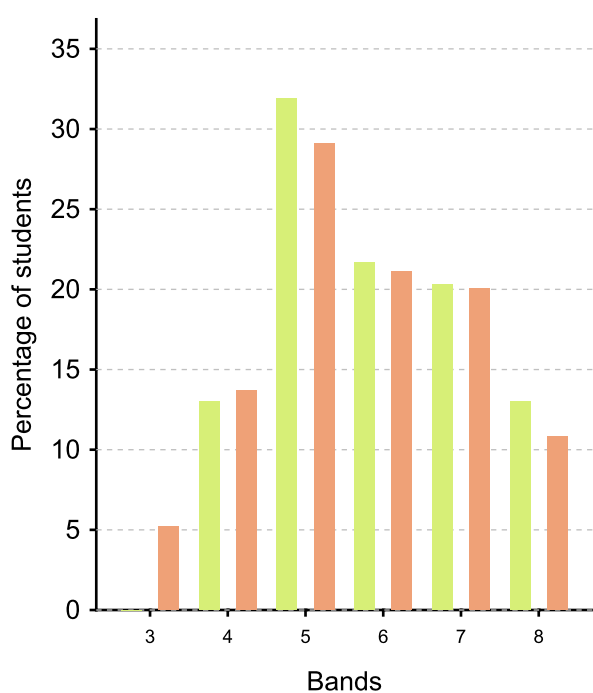
Percentage in bands:
Year 3 Grammar & Punctuation



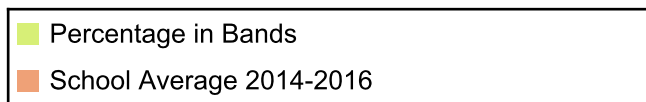
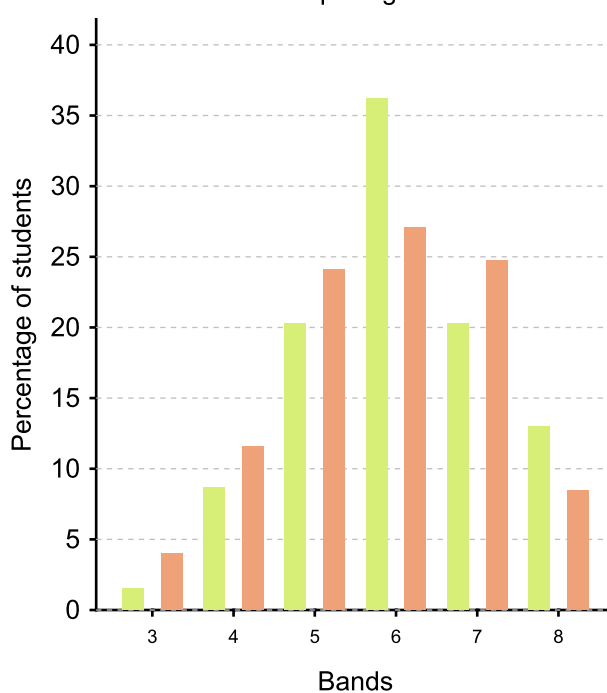
Percentage in bands:
Year 5 Reading



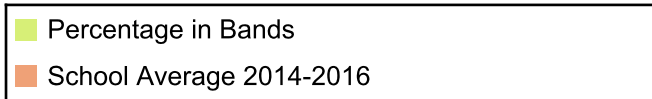
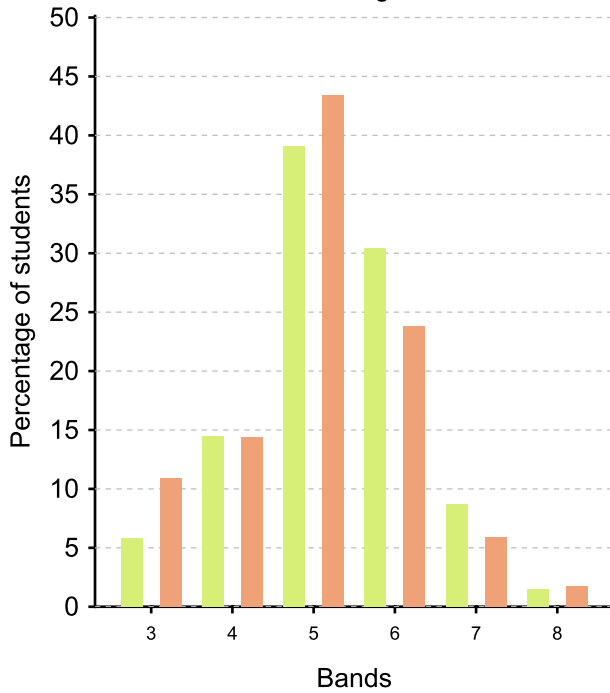
Percentage in bands:
Year 5 Grammar & Punctuation



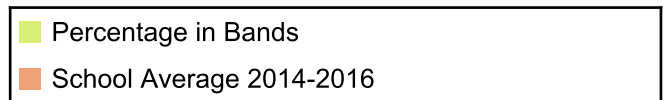
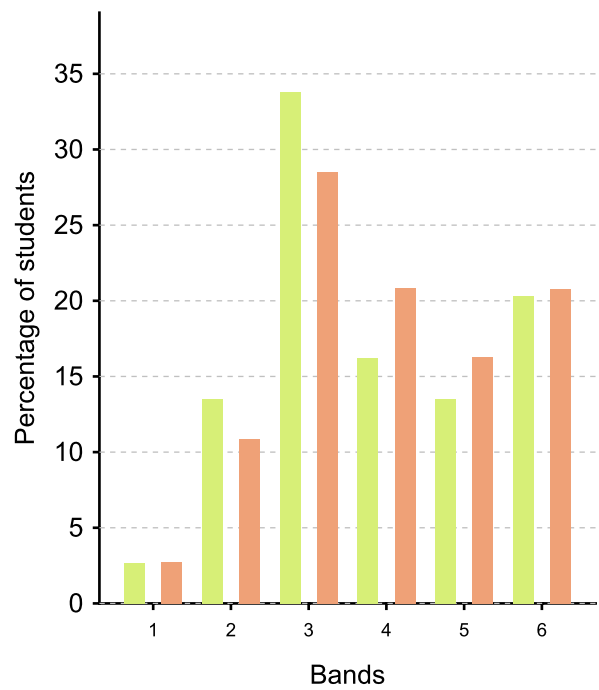
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Results in Year 5 Literacy show that in the area;

Reading 7% of students are below the National Minimum Standard & 52% are in the top 2 Bands at Proficient Level.

Writing 6% of students are below the National Minimum Standard 54% are in the top 2 Bands at Proficient Level.

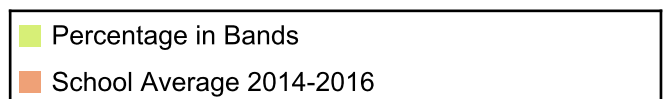
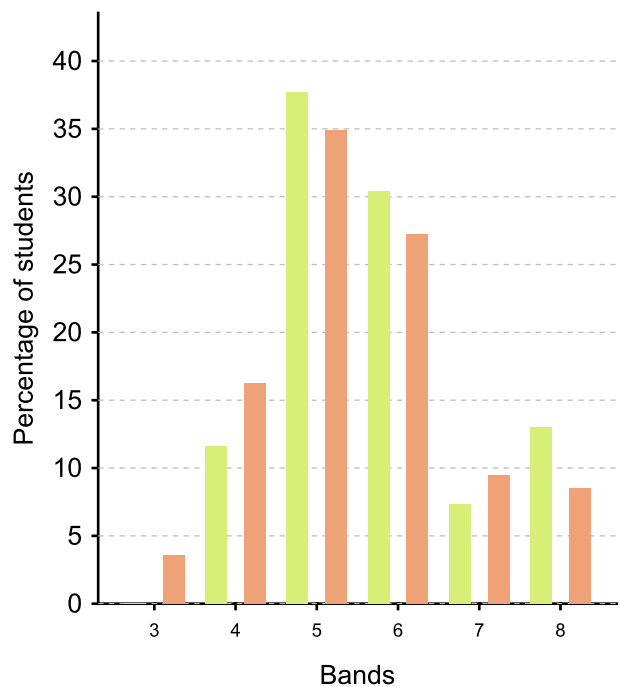
Spelling 1% of students are below the National Minimum Standard 55% are in the top 2 Bands at Proficient Level.

Grammar & Punctuation 0% are below the National Minimum Standard 53% are in the top 2 Bands at Proficient Level.

Results in Year 5 Numeracy show that in the area;

Numeracy 0% of students are below the National Minimum Standard 39% are in the top 2 Bands at Proficient Level.

Percentage in bands:
Year 5 Numeracy



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 in the Find a school and select GO to access the school data.

To report on one of the NSW Premier's Priorities: Improving educational results for Aboriginal students, Lake Albert Public School had five Year 3 Aboriginal students and two Year 5 Aboriginal students sit the 2016 NAPLAN tests. Of these students in Reading, all students were in Band 3 or above. In Writing, all students were in Band 2 or above and in Numeracy all students were in Band 3 or above.

Year 5 students all students showed growth from Year 3 to Year 5 and were placed in Bands 3 or above in all areas.

Policy requirements

Aboriginal education

IN 2016 Lake Albert Public School was involved in the Amaroo Community of Schools project. The Department of Education engaged an Instructional Leader to work with Koorringal High School, Kooriginal Public, Sturt Public and Lake Albert Public. The focus of this partnership was to evaluate Aboriginal Education across the community of schools and to identify ways to improve delivery and educational outcomes for Aboriginal students.

Through the 3 terms of 2017 the Instructional Leader worked with schools and Learning Support Teams to develop and implement a Personalised Learning Pathway (PLP) document to be used as a common document through all four schools. Teaching staff from all schools were involved in professional learning in developing, negotiating communicating and evaluating a successful PLP. Lake Albert Public School focused on Stage 2 students throughout Semester 2 to use this format for Aboriginal students.

As part of this project Lake Albert Public School also undertook an Aboriginal Education Snapshot conducted by Crouch Consulting. This snapshot was conducted during Term 2 and included gathering data and interviewing stakeholders in the school community to provide a report on current practice and future directions. As a result of this report an Aboriginal Education committee was formed and a Action Plan to guide Aboriginal Education was developed and presented to the staff and the P&C.

The Aboriginal Education Committee will be using this Action Plan to deliver raised cultural appreciation, organise and deliver significant cultural events and to raise the opportunities all students have to learn about and appreciate Aboriginal history and culture.

Multicultural and anti-racism education

The school has less than 2% students with language backgrounds other than English. Through curriculum areas such as Human Society and Its Environment, students have the opportunity to learn about countries and cultures other than Australia. Our school programs and educational opportunities promote equality and respect for others.

In 2017 Lake Albert Public will train two teaching staff members as Anti-Racism Contact Officers.