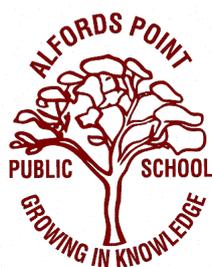


Alfords Point Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Alfords Point 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.

Jennifer Lombe

Relieving Principal

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School background

School vision statement

Alfords Point Public School is a community of 21st Century learners who are highly confident, collaborative and creative contributors to society who together soar to great heights embracing the future.

School context

Alfords Point Public School is a well established school with ten air conditioned classrooms. The school is well resourced and the physical environment has been enhanced by the construction of a COLA and a school hall. Students from the school are from a range of cultural backgrounds with 46% from backgrounds other than English. The school accommodates nine classroom teachers and is a P4 school.

The school has a strong partnership with parents and the community. Local schools together form the Community of Schools Between The Rivers (COBSTR) where innovative programs and collaboration are the focal point.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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. 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 progress achieved across the domains of Learning, Teaching and Leading has had a great impact on student outcomes, quality teaching and professional practice. This is evident in every learning environment where all student learning needs are addressed. Data walls and charts have been plotting student achievement in Literacy and Numeracy, encouraging students to reflect on their learning and set realistic goals. Bring Your Own Device (BYOD) has continued K-6 to enhance 21st Century Learning. iPads purchased are for all K-6 students so that there is equity for all in teaching and learning programs such as SOLE (Student Organised Learning Environment) and Genius Hour, enhancing the six competencies needed for 21st Century Learning. Classrooms have been refurbished to support 21st Century Learning. Programs, assessment tasks and rubrics also reflect changes to pedagogy and curriculum using ICT and quality teaching and learning. Staff are engaged in regular reflection and plan, teach and reflect collaboratively through the lesson study approach. Through coaching dialogue, feedback on lessons are used to improve the effectiveness of programs as well as the effectiveness of teaching practice. This has led to student improvement and the creation of above and below the line wall charts again encouraging students to take responsibility for their learning, reflecting and gaining feedback to move forward along the learning continuum.

Collaborative practice has been enhanced through coaching sessions with all staff to develop their goals under the Performance and Development Framework. Feedback from these coaching sessions has improved teaching practices. Documentation on all feedback has been collected. Growth in student outcomes is measured by daily assessment, anecdotal notes, consistent teacher judgement, observation and NAPLAN. The data walls are evidence of the differentiation (workshops) happening daily in all classrooms. Professional learning in Formative Assessment and the implementation of the strategies and techniques has led to a deeper understanding for students and teachers of the learning intention of a lesson and the success criteria needed to achieve success in that lesson.

The school consistently implements a whole school approach to wellbeing that defines behavioural expectations and creates positive teaching and learning environments. We are a Kids Matter school where everyone belongs, is included and welcomed. Kids Matter is about the mental health wellbeing of parents, teachers and students. Quality literature is used in teaching and learning to enhance mental health and wellbeing. All staff have embedded 7 habits for happy children into classroom practice. Students have used this language to create artworks and songs. The language "Choose Kind and Stay Kind" is used in our playground to create a positive environment and to contribute to the wellbeing of others. Live Life Well is established in the school with 80% of students participating in Crunch and Sip each day in accordance with our PDHPE scope and sequence. A social skills program pertinent to our students' needs was developed and taught K-6 on a weekly basis.

The school plan drives school improvement and through a consultation process the whole school community had input

into the plan. Staff are committed to the purpose of each strategic direction. Timelines and milestones are monitored and evaluated routinely to improve student learning. Through Tell Them From Me surveys as well as in-school surveys, the whole school community is provided with opportunities to provide constructive feedback on school practices and procedures.

High expectations for all is our moral purpose and drives everything that we do. Attendance of staff at Community of School workshops (COSBTR) has enhanced knowledge and good practice. Parent and community engagement is high due to clear communication of student outcomes through formal and informal reporting and the running of parent workshops, e.g. BYOD, Literacy and Numeracy. Parent and community involvement is evident in parent tutors in BEAR (Being excited about reading) and Community Maths as well as home reading.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Growing Champions

Purpose

To equip students with the essential skills, knowledge and understanding to thrive and compete in a globalised world through ICT focussed, quality teaching and learning programs (Literacy and Numeracy). To develop each student as a 21st Century learner building personal and social capability, ethical behaviour and intercultural understanding through best student engagement practices.

Overall summary of progress

Professional learning in 21st Century Learning and the six competencies – creativity, collaboration, critical thinking, citizenship, character and communication has enhanced student learning across new curricula using ICT as a tool for learning in this process. BYOD (Bring your own device) has continued across Kindergarten to Year 6 and professional learning of staff in BYOD enhanced 21st Century learning in all classrooms. Programs such as SOLE (Student Organised Learning Environment) and Genius Hour enhanced the six competencies needed for 21st Century learning. Programs, assessment tasks and rubrics reflected changes to pedagogy and curriculum and included the use of ICT and quality teaching and learning programs. Data walls and charts in classrooms have demonstrated to students where they are achieving in Literacy and Numeracy. Students were able to reflect on their learning and through formal and informal feedback were able to set realistic goals to improve their learning.

Professional learning in History and Geography has led to the writing of new units of work trialed and an odd and even scope and sequence was developed. 21st Century learning being embedded into the teaching and learning of the new syllabi (ie SOLE and Genius Hour). Teachers' programs reflected the continued implementation of the English curriculum through conceptual programming as well as the Mathematics curriculum. Professional learning in STEM has complimented 21st Century learning and the introduction of Coding has enhanced the six competencies.

Kids Matter is a whole school approach to student wellbeing and mental health. Quality Literature is used in teaching and learning to enhance mental health and wellbeing. Resources to help positive mental health were borrowed by parents and teachers from the Kids Matter corner of the library. To complement Kids Matter, staff have embedded 7 habits for happy children into classroom practice and use the language of this. Students have demonstrated their understanding through artworks and songs. Acts of kindness have increased in the playground. A social skills program pertinent to our students' needs was developed and taught on a weekly basis K–6 treating the same skill.

Live Life Well is established in the school. All staff have programmed Fundamental Movement skills and Crunch and Sip into each day in accordance with our PDHPE Scope and Sequence. The Sport and Physical Activity policy was implemented.

Information on all student wellbeing programs has been delivered to 2017 Kindergarten parents through workshops and more workshops are planned in 2018 due to the request of parents.

Contemporary Learning and BYOD has been delivered as parent workshops and will be continued in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in Literacy and Numeracy NAPLAN results and PLAN K–6.		All students plotted on PLAN and 90% of students showing growth in Literacy and Numeracy. NAPLAN results analysed and NAPLAN strategies are in all teaching programs. Students identified through consistent teacher judgment and individual learning programs are put in place in consultation with parents. K–6 focus on Comprehension skills with a K–6 Data wall constructed with all students plotted on PLAN in comprehension and Place Value. Bench marking Data Wall shows evidence of student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student's reflective statements about the 6C's.		Bring Your Own Device has enhanced 21st Century Learning and the six competencies that underpin this: Collaboration, Creativity, Character, Critical Thinking, Citizenship and Communication.
Teachers are reporting 'Water' playgrounds. i.e. Acts of kindness and respectfulness towards others		Reduction in playground incidents reported by students. 90% of students reporting engagement in classroom. (TTFM surveys) Resilience building is evident in playground. Students able to report on social skills learnt and practiced. Reduction of playground incidents due to structured activities at lunchtime.
80% of students participate in Crunch and Sip on a daily basis.		Student engagement has improved as well as the quality of healthy food brought to school for Crunch and Sip.
Whole school participation in Premier's Sporting Challenge.	\$1009 Grant and \$195 school funding	100% of students participating in physical activity to achieve certificate.
Timetables reflect 150 minutes of physical activity each week.		Timetabling of policy evident in all stages in all KLAS.
Students tracked on Physical Literacy Continuum.		Teacher professional learning to gain greater insights into the Physical Literacy Continuum and its application in classrooms.

Next Steps

What are the next steps required for 2018 to ensure Strategic Direction 1 is successfully implemented?

Professional Learning in six competencies is continued.

Professional Learning in BYOD concentrating on Coding is continued and technology becomes an integrated tool in all classrooms on most days.

Parent workshops on BYOD and Coding, Formative assessment / Visible Learning and STEM.

Data walls and charts are refined and expanded to support formal and informal feedback.

Student goal setting is continued to enhance and improve learning and grow visible learners.

Staff continue to engage in regular reflection using formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice through Visible Learning and the characteristics of inspired and passionate teachers.

Build capacity of all staff to implement Formative Assessment through developing units of learning.

Professional learning in STEM Science Technology Engineering and Mathematics.

Professional Learning in Formative Assessment and procedures set in place to inform student learning and improvement continued.

Professional learning in Visible Learning specifically Learner Qualities and Dispositions.

Continued implementation of the Sport and Physical Activity Policy.

Continue to implement Kids Matter and reinforce the 7 Habits of Happy children through whole school projects.

Continue to implement K-6 Social Skills Program.

Continue rigorous professional learning in Literacy and Numeracy targeting Comprehension and Place Value.



Strategic Direction 2

Nurturing Lifelong Learners

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

Overall summary of progress

Teacher quality was enhanced through the use of the Performance and Development Framework guided by the use of the Australian standards to drive professional goals. Two executive and the Principal completed professional learning in Growth Coaching and 15 staff goals were set by all staff using the Growth Coaching model – ie coached by the executive and the Principal. The Principal completed the Accreditation in Growth Coaching and is an accredited Growth Coach as well as completing A Solution Focused Master class course to reinforce Growth Coaching. Goals were set, aligned to the school plan and the Australian National Standards and timeframes set to work towards achieving the goals. Feedback sessions on goals set for the Performance and Development Plan were on track and evidence showed the impact on student outcomes through work samples. The Growth Coaching model was used to gather feedback on goals. All Growth Coaching sessions were valuable evidence and kept staff on track and reflecting on achieving their goals.

Teacher quality was also enhanced through our lesson study approach, Early Action for Success (EA4S). Through collaborative planning, team teaching and observations staff received valuable feedback on their practice which improved teaching practices. Again coaching sessions were a valuable tool in gathering the pertinent feedback and all staff were involved in the process.

As a result this led to student improvement through staff reflection. Growth in student outcomes was measured through daily assessment, anecdotal notes, consistent teacher judgement, observations and NAPLAN programs. Assessment tasks and rubrics reflected changes to pedagogy and curriculum. Data wall charts and above and below the line charts were evidence of differentiation in Literacy and Numeracy lessons and daily assessment through students attending workshops in Literacy and Numeracy. Students reflected on their own performance and also set realistic goals to improve their learning. Student growth was reflected through the attendance at workshops as well as data walls chart and above and below the line charts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff and students have evidence to demonstrate their progress and plans to map out their own development – goal setting and reflection.	Solution Focused Master class completed by Principal.	Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools used to set goals. Above and below the line charts and data wall charts in all classrooms show the growth of students. Students are responsible for their learning and are able to reflect and set goals to improve. Formative assessment strategies introduced and used to gather feedback and to help students set goals.
Growth in student outcomes measured by daily assessment, anecdotal notes, consistent teacher judgement, observation and NAPLAN and Formative assessment strategies.		At the end of 2017 all students are showing growth on continuums in the areas of Literacy and Numeracy. All class teachers reported to parents using the continuum at Term 1 interviews. Whole school data walls in Comprehension and Place value are used to show growth and are based on the Literacy and Numeracy learning continuums and PLAN.

Next Steps

What are the next steps required for 2018 to ensure Strategic Direction 2 is successfully implemented?

Early Action for Success lesson study is continued.

Staff develop the skills of a Growth Coach to give feedback on lesson observation.

Early Action for Success is extended to across stage lesson study.

Growth coaching is used to set goals for Performance and Development Plans of staff.

Reflection of goals and feedback is promoted through the Growth Coaching model.

Professional learning continued in Australian National standards and Visible Learning.

Student goal setting continued through data walls, rubrics and above and below the line charts.

Daily assessment through workshops in both Literacy and Numeracy will continue.

Parents to attend workshops in both Literacy and Numeracy and Growth Coaching and continue to be partners in special programs and classroom learning.

Collaborative planning and team teaching will continue.

Formative Assessment professional learning will continue and will be integrated into units of learning along with Visible Learning.



Strategic Direction 3

Empowering Partnerships

Purpose

To ensure learning for students across the school community is based on quality educational delivery, high expectations and shared professional practices with all partners.

Overall summary of progress

Our Parents in Partnership program has continued from 2013. We as a school value the input of parents in their child's education and we encourage parents to be involved as much as they can in school life. We have run parent workshops in Technology, BYOD and Literacy and Numeracy. These have been well attended and will continue. Our Being Excited about Reading and our Community Maths as well as home reading rely on parent volunteers and have run successfully and will continue to run. Parents are trained in the individual programs enhancing student outcomes through one on one tuition. Parents are part of Individual Learning Plans to help cater for students with a special need and Personalised Learning Plans for Aboriginal students.

Our community of School between the Rivers (COSBTR) has a common purpose to develop creative and successful learners across COSBTR. In 2017 four schools embarked on a journey "Visible Learning" based on John Hattie's research and attended a Staff Development Day to introduce the Foundations of Visible Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff attending professional learning across COSBTR and leaders attending Learning Circles of Principals.	\$8000 – Professional Learning Staff Development Day	COSBTR Professional Learning has been a springboard for 21st Century Learning and the rapidly changing times in Education that both staff and students and parents need to embrace.
Parent workshops being run and well attended.	Teacher release \$1,000	Attendance at all parent workshops has been excellent. Parents have been well informed of BYOD in the school as well as Literacy and Numeracy strategies taught in classrooms.

Next Steps

What are the next steps required for 2018 to ensure Strategic Direction 3 is successfully implemented?

Parents in Partnership Program continued.

Parent workshops extended to Science/STEM and BYOD/Coding Technology, Literacy and Numeracy, Growth Coaching and Formative Assessment and Visible Learning.

Parent involvement in BEAR and Community Maths continued.

COSBTR Plan written for 2018 – 2020.

Stage 3 and 4 teachers to work and observe lessons in Literacy and Numeracy continued.

Assistant Principals to take on roles as instructional leaders in our school – collective capacity building.

Formative Assessment techniques and Visible Learning across COSBTR schools sharing understanding with students about the role of assessment.

Project based learning developed across COSBTR.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2698 supported students through Learning Support Officers	<p>All Aboriginal students have a Personalised Learning Plan based on their Literacy and Numeracy needs. This plan is developed with parent/student/teacher input and reviewed termly. This plan is directly linked to the strategies of quality teaching and learning.</p> <p>Staff have been involved in Professional Learning of the Personalised Learning Plan. Aboriginal background funding has also enhanced the learning of students in Literacy and Numeracy through individual support and instruction in classroom programs.</p>
English language proficiency	\$29423 supported BEAR and Community Maths Programs implemented by Learning and Support Officers	<p>Children with EAL/D background are supported in the classrooms in Accelerated Literacy and Writing. The EAL/D teacher supports classroom teachers in delivering these lessons in all areas of Literacy.</p> <p>Individual programs, small groups, pre and post NAPLAN activities run throughout the year to support all children needing assistance in EAL/D, language and communication, Literacy, Numeracy and social integration.</p> <p>We continue to be supported by community volunteers. As a result we have seen an improvement in our EAL/D students' NAPLAN results in both Literacy and Numeracy. School Learning Support Officers have been trained in individualised Literacy and Numeracy programs to support EAL/D students.</p>
Low level adjustment for disability	\$18966	<p>Our students who are supported through a small amount of funding have individual learning programs written with parent/teacher input. They receive individual help in the classroom through our School Learning Support Officers and our Learning and Support Teacher. The Learning Support Team with the LaST teacher oversees the programs for all students who are on funding making sure that all students have access to the curriculum. Parents are partners in the education of their children and are regularly informed of progress.</p>
Quality Teaching, Successful Students (QTSS)	\$18486	<p>Increased student outcomes. LaST teacher employed half a day to continue individual programs. PLAN and data wall indication of progress.</p>
Socio-economic background	\$12118 Speech Therapist employed to support students in their early years.	<p>The school through RAM (Resource Allocation Model) received funding for students from low socio economic backgrounds. The funding was used to support students in their early years of learning strengthening partnerships between school and families as well as community services. A specialist in speech was employed to assess all kindergarten students using the "CELF" – standardised language test. From the results groups were established and students participated in</p>

<p>Socio-economic background</p>	<p>\$12118 Speech Therapist employed to support students in their early years.</p>	<p>explicit teaching of language. Student improvement was noted in both following instructions and using regular past tense – Grammar. This allowed students to communicate both verbally and in writing in a clear and specific manner, laying strong foundations for future learning.</p>
<p>Support for beginning teachers</p>	<p>\$13127</p>	<p>Through funding for beginning teachers our beginning teacher has been supported through a mentoring program which involved team teaching, collaborative programming, planning and reporting, classroom management and behaviour management. Classroom observation provided constructive feedback for improving teaching and learning. Accreditation of beginning teacher at proficient level.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	95	104	112	104
Girls	118	120	134	120

Student enrolment in 2017 was 224 consisting of 120 girls and 104 boys. Student mobility is low with most students beginning and finishing their primary education at the school. Students outside the school's drawing boundaries are eligible to apply for enrolment as non local enrolments where vacancies exist.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	97.3	94.7	93.8
1	95	95	95.4	92.4
2	96.3	97.5	93.7	95.6
3	95.9	96.6	93.2	94.3
4	96.6	96.5	95	93.7
5	93.9	95.9	96.3	93.7
6	95.4	94.8	92	94.9
All Years	95.5	96.3	94.3	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance return is printed each week for the Principal. Attendance is discussed at Learning Support Team meetings.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.96
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	2.37
Other Positions	0

*Full Time Equivalent

Alfords Point Public School has one Aboriginal Teacher appointed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional talk, interaction, practice, reflection and analysis. Professional learning can occur face to face, online or through other modes of delivery.

During 2017 the staff at Alfords Point Public School have been involved in professional learning opportunities linked to the school plan and the implementation of Maths and English Syllabi as well as the Science/STEM, History and Geography Syllabi, Formative Assessment and Visible Learning.

Major activities were based around Quality Teaching and Learning. The school leadership team led professional learning on the Formative Assessment and new units of learning were collaboratively developed.

School Development Days were an important part of our Professional Learning. Our Community of Schools between the Rivers organised a day of professional learning for four schools on Visible Learning The Foundation Series. The Principal and three executive attended another two days of Visible Learning – Evidence into Action. All staff participated in Professional Learning in Formative Assessment techniques and strategies. Two executives attended a series of workshops with Steve Francis. The principal participated in a Solution Focus Master class – Growth Coaching and Creating Happy Schools – Dr Ben Furman.

Two new scheme teachers are working towards accreditation.

Three new scheme teachers are maintaining accreditation at Professional Competence.

One new scheme teacher is working towards Highly Accomplished.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	139,017
Revenue	2,188,424
Appropriation	1,996,539
Sale of Goods and Services	48,911
Grants and Contributions	140,928
Gain and Loss	0
Other Revenue	0
Investment Income	2,046
Expenses	-2,189,805
Recurrent Expenses	-2,189,805
Employee Related	-1,882,650
Operating Expenses	-307,155
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-1,381
Balance Carried Forward	137,636

All financial activities in the school were carried out to meet requirements. A budget was set and spending was prioritised to meet the school management plan initiatives and maximise student outcomes. The year was finished with a small deficit in the consolidated fund which was covered by the school and community fund.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,643,361
Base Per Capita	37,595
Base Location	0
Other Base	1,605,765
Equity Total	154,622
Equity Aboriginal	2,698
Equity Socio economic	12,119
Equity Language	70,052
Equity Disability	69,753
Targeted Total	59,011
Other Total	123,502
Grand Total	1,980,496

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

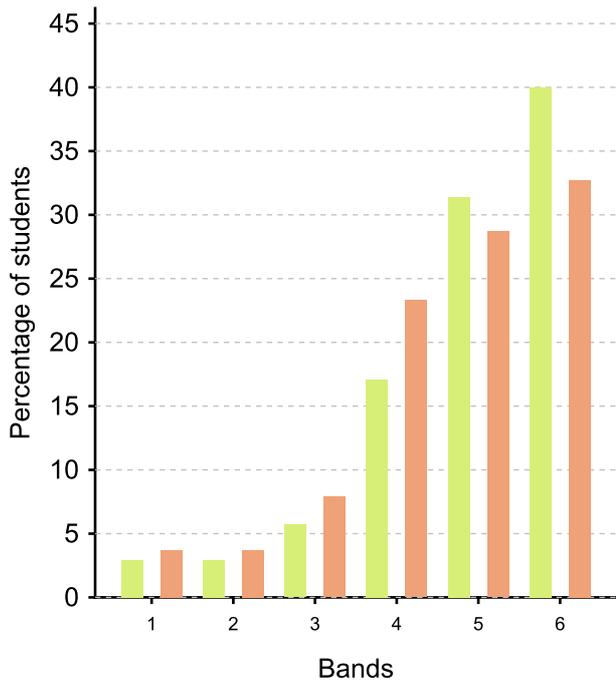
School performance

NAPLAN

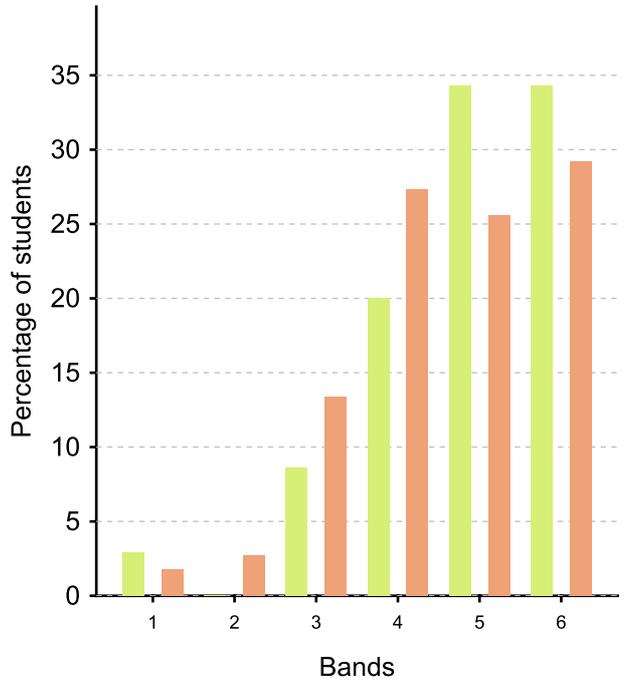
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

2017 saw increased numbers of students in both Years 3 and 5 performing in the top 2 bands of NAPLAN in the area of Reading in accordance with the Premier's priority of increasing the proportion of students in these bands.

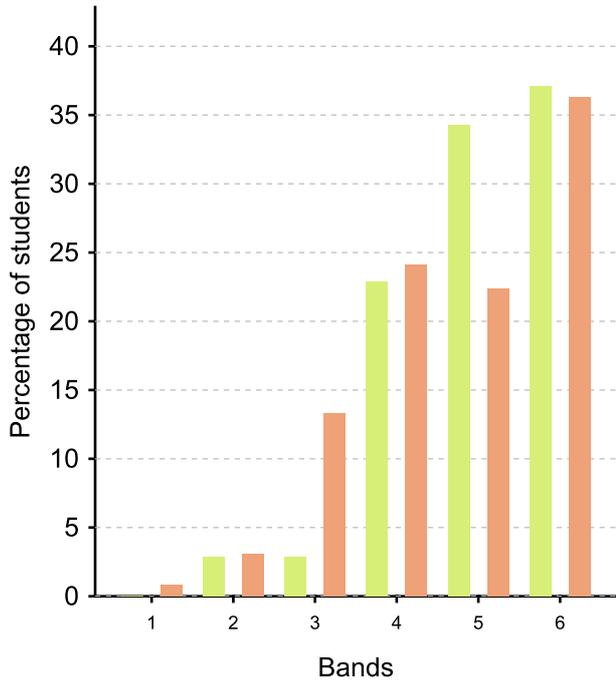
Percentage in bands:
Year 3 Grammar & Punctuation



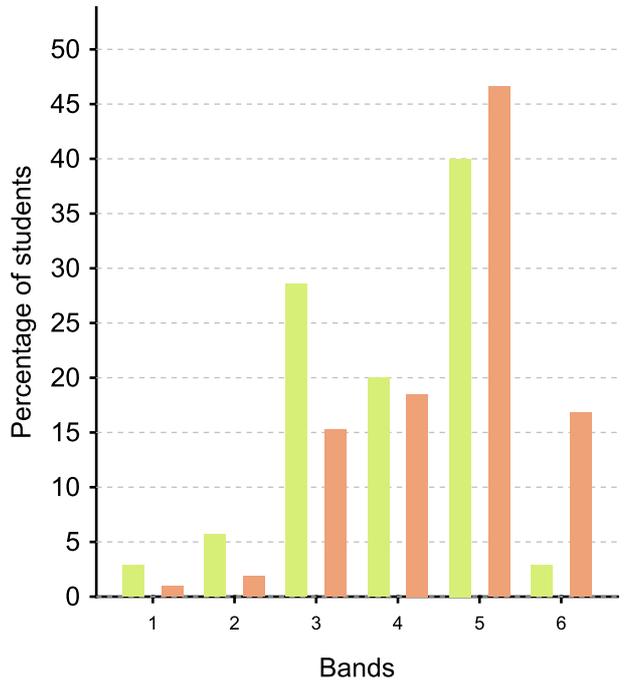
Percentage in bands:
Year 3 Spelling



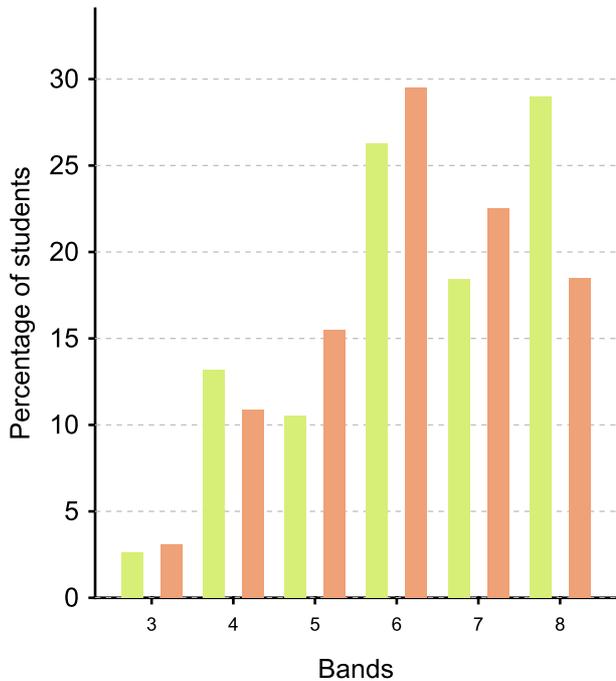
Percentage in bands:
Year 3 Reading



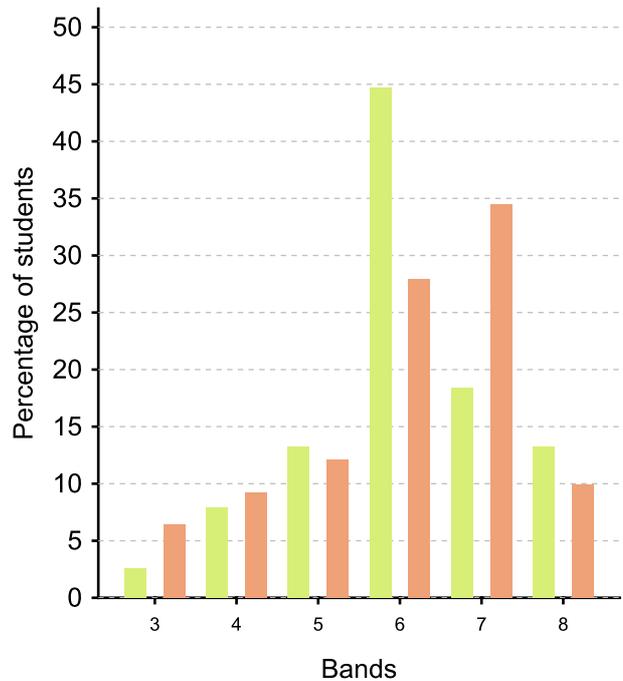
Percentage in bands:
Year 3 Writing



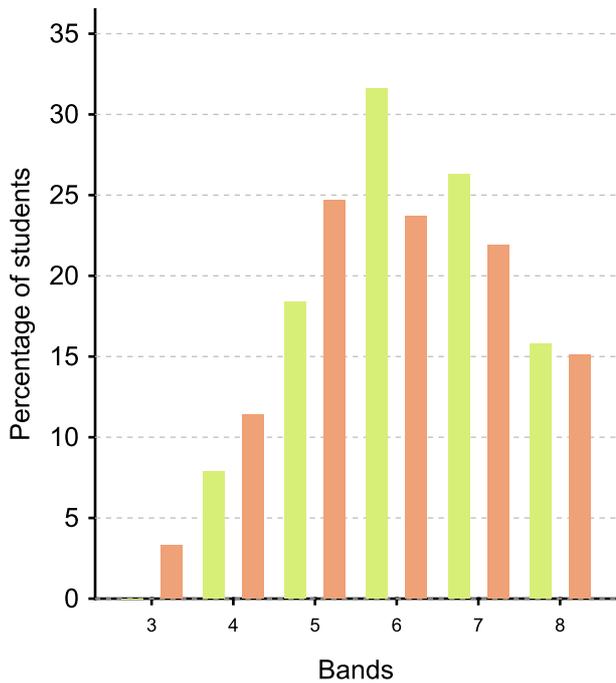
Percentage in bands:
Year 5 Grammar & Punctuation



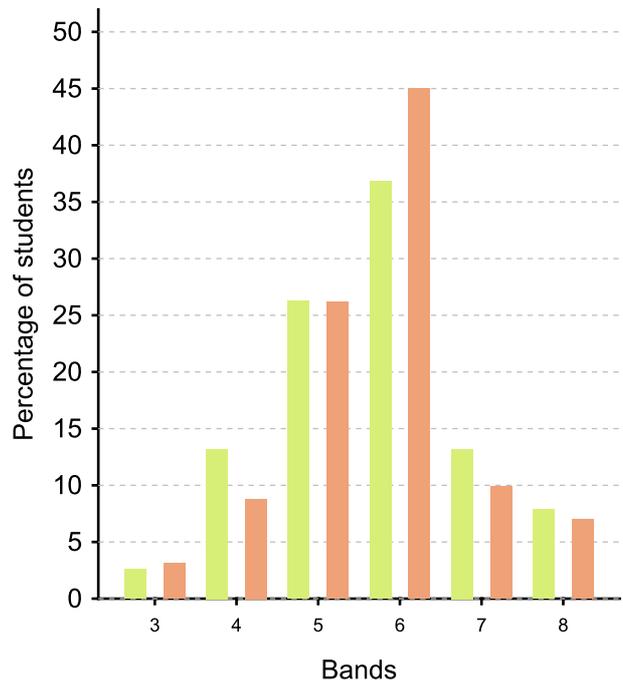
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

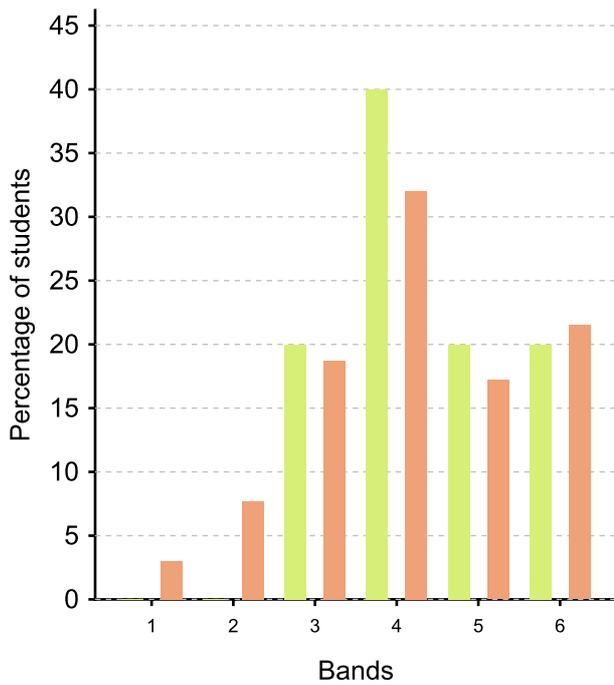


Percentage in bands:
Year 5 Writing

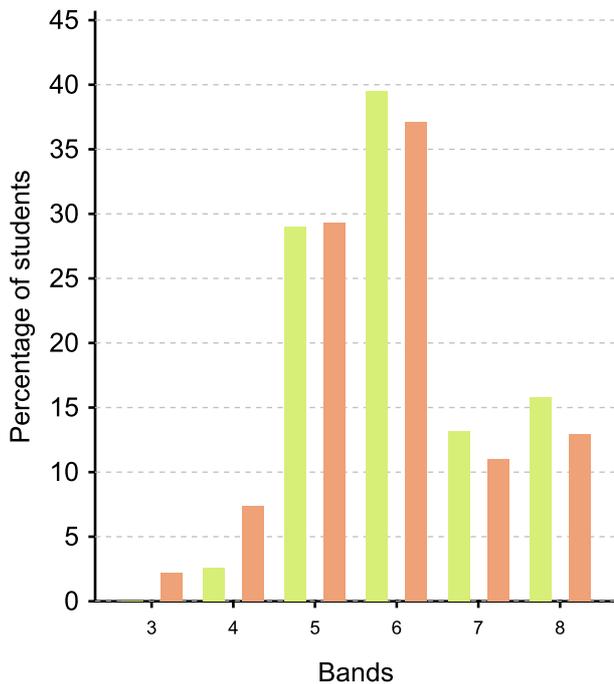


2017 saw increased numbers of students in Year 5 performing in the top 2 bands of NAPLAN in the area of Numeracy in accordance with the Premier's priority of increasing the proportion of students in these bands. In Year 3 the proportion of students in the top 2 bands decreased, however this proportion was still above the 2015 levels.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



increasing the percentage of students in the top two NAPLAN bands in Reading and Numeracy. In 2017, the percentage of students in the top 2 bands of Reading for Year 3 was 71.4% an increase of 16.6%, well exceeding the target. The percentage of students in the top 2 bands of Reading for Year 5 was 42.1% an increase of 3.3%. 40.0% of Year 3 students were in the top 2 bands of Numeracy, this was a decline of 5.1% from the previous year, however, it was an increase of 9.2% on results in 2015. 29.0% of Year 5 students were in the top 2 bands of Numeracy, an increase of 12.9%, exceeding the target.

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.

Teachers

From the TELL them From Me Surveys teachers report that our school is a safe and orderly environment to work in and that school leaders have helped to improve teacher capacity and create new learning opportunities for students. Staff report that our workplace is a collaborative environment where working and sharing with other teachers increases student engagement. Staff monitor the progress of individual students, discuss and set learning goals and give students pertinent written feedback using data to drive learning. There is high expectations for student learning. Staff agree that they are always in contact with parents helping to solve problems that may interfere with a child's progress.

Students

From surveying Stage 2 and 3 students 90% of students at Alford's Point Public School feel that they belong and have a positive relationship with their friends. They value schooling outcomes and have positive school behaviour. Students surveyed are intellectually engaged at Alford's Point Public School and say they have quality instruction and they are interested and motivated and apply effort to all they do.

Parents

A small forum of parents completed the survey. The parents surveyed strongly agreed that information about school programs and activities is regularly communicated. They strongly agreed that student learning is shared between home and school and agreed that student progress is clearly communicated to parents and carers. They also strongly agreed that parents are encouraged to be involved in their child's learning and that parents and teachers work in partnership to support student learning at school and at home. Parents agree that the wider community actively supports events to celebrate student achievements and families are invited and encouraged to be involved in school activities. The forum strongly agrees that positive relationships exist between the school and its

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* the school is working towards

community.

and communication, literacy, numeracy and social integration.

Policy requirements

Aboriginal education

Our school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school has had an integrated approach to Aboriginal Education through Human Society and Its Environment, History and Geography, Science and English. The key focus has been expanding all students' cultural awareness.

This year a very special Year 3 student was awarded the 2017 Deadly Award. The term 'Deadly' in Aboriginal English means talented/impressive and achiever. Our Year 3 student fitted the criteria for this award.

All Aboriginal students have a Personalised Learning Plan based on their Literacy and Numeracy needs. This plan is developed with parent/student/teacher input and reviewed termly. This plan is directly linked to the strategic directions and quality teaching and learning.

Staff have been involved in Professional Learning of the Personalised Learning Plan. RAM funding has also enhanced the learning of students in Literacy and Numeracy through individual support and instruction in classroom programs.

Multicultural and anti-racism education

The School has maintained a focus on multicultural education in all strands of the curriculum through units of work which develop the knowledge, skills and attitudes required for a culturally diverse society.

In 2017 our school celebrated Harmony Day with special activities in each classroom. Parents and grandparents were invited to the school to join in on our day. Our Kids Matter program embraces inclusion and belonging of all "Every Face has a Place". All students attended Drumbeat music from another culture.

The school has focused on teaching and encouraging tolerance and respect to all people regardless of their cultural background.

The English as an Additional Language/Dialect (EAL/D) teacher has developed specific programs to address the needs of students from non English speaking backgrounds.

Children with EAL/D background are supported in the classrooms in Accelerated Literacy and Writing. The EAL/D teacher supports classroom teachers in delivering these lessons in all areas of Literacy.

Individual programs, small groups, pre and post NAPLAN activities run throughout the year to support all children needing assistance in EAL/D, language

We continue to be supported by community volunteers. As a result we have seen an improvement in our EAL/D students' NAPLAN results in both Literacy and Numeracy.