



ANNUAL SCHOOL REPORT 2012



"Strive to Achieve"
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Introduction

The Annual School is written to provide information to stakeholders and the general public about school performance and to provide information pertaining to school processes and activities that are relevant to that performance.

The report provides information in the following key areas:

- Student achievement in key curriculum areas.
 - Mathematics
 - English
 - Science
 - SOSE
- Information on other student matters such as attendance, attitude, behaviour and effort.
- Progress being made in key areas that have been previously identified.
- School financial management including income, expenditure and key points regarding these.
- Highlights of the school year.
- Parent, student and staff engagement in the school.

Principal's Comment

2012 proved to be a busy, productive year with the school participating in a variety of activities beyond the school environment. We also had a number of in-school activities that ran very smoothly and successfully thanks to the organisational processes put in place and the extremely positive response from our students. I have included a number of these in the "Year Highlights" section of this report.

In the areas of curriculum delivery and improving student performance we focused on key literacy and numeracy areas. We also targeted developing effective IEPs for those students who needed these and the used of technology in our classrooms. In the area of technology we were very keen to explore options for classroom use besides stand alone computers.

A significant amount of professional learning time was spent on whole school planning and the introduction and implementation of the Australian Curriculum. More work will need to be done in 2013 and 2014 to have the curriculum fully implemented within the learning program.

While the learning program is the key concern for the school we spent funds on enhancing our school facilities. In partnership with the P and C and the Department we commenced our nature playground, built the new bike shelter and completed a range of other minor works.

Throughout the year our school proved to be a very harmonious work place for both students and teachers. The staff take great pride in having an excellent rapport with all students and parents and the school ethos is founded on demonstrating mutual respect.

In conclusion I would like to thank the staff, parents and students for their efforts during 2012 as their efforts ensured we had a very successful year.

W.Brian Lee

School Vision

Our school is a learning community that highly values life-long learning and facilitates excellence in student achievement. Our practices focus on enabling students to demonstrate our motto “Strive To Achieve”.

Purpose Statement

As a high quality primary school we provide all students with a safe, supportive environment which promotes the foundations for effective lifelong learning.

With support of best practice, technology and research APS staff, parents and community will assist each student to develop the core skills, knowledge, understandings, personal attributes and values necessary to become successful, responsible and independent adults who contribute successfully to the social and economic wellbeing of the community.

Overarching Principles

School Motto: “Strive To Achieve”

- **The foundations of success are built on strong relationships and partnerships between school community members.**
 - Mutual respect
 - Fairness
 - Equity
 - Safety
 - Inclusivity
 - Care and consideration
- **Students are motivated and engaged in the learning process.**
 - Demonstrate a desire to learn
 - Demonstrate a capacity for attentive listening
 - Parental support for the student and the school
 - Engage and participate willingly
 - Respond to feedback and reflect
 - Care about others and their environment
 - Organised and prepared
 - Effective relationships with staff
- **Staff implement effective practices to facilitate and enhance learning.**
 - All students can learn
 - High standards must be expected
 - Excellence should be sought
 - Students should be challenged
 - Motivation and engagement
 - Planned and organised
 - Feedback and reflection
 - Collaborative and supportive
 - Understand how students learn
 - Recognise differences in learners
 - Develop and enhance skills
 - Effective relationships with students
- **School leadership facilitates staff undertaking their roles and student learning.**
 - Demonstrate a moral imperative
 - Communication channels developed that enhance processes
 - Decision making is participative

- Seek commitment and consistency from all Support and collaborate
- Seek excellence in staff and student performance
- Ensure fairness and equity
- Seek and lead school renewal and improvement
- Maximise resource use
- Shared/distributive Leadership
- Effective relationships with others

Please note that these principles have expanded definitions to enable further directions to be articulated. These principles come from previous school documents, policies and agreements.

Staffing Details

Introduction

The staff of Albany Primary is generally very stable with experienced teachers continuing in the school for a number of years. During 2012 we were fortunate to have on staff two graduate teachers who complimented the more experienced staff. We also had John Goetze, deputy principal on long service leave and being replaced by Deidre Jones. This has enabled a staff member to gain valuable leadership skills.

We also had an increase in the number of educational assistants as we enrolled further special needs students. These staff members further added to the professional approach that all staff have at the school.

Of note also was the retirement of Frank Findlay, school gardener who had been with the Education Department for over twenty years.

Staff Numbers

| | No | FTE | ATSI No |
|-----------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Deputy Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| Teaching Staff | | | |
| Other Teaching Staff | 28 | 23.2 | 0 |
| Total Teaching Staff | 28 | 23.2 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 3 | 3.0 | 0 |
| Gardening / Maintenance | 1 | 0.8 | 0 |
| Instructional | 1 | 0.4 | 1 |
| Other Non-Teaching Staff | 18 | 12.0 | 2 |
| Total School Support Staff | 23 | 16.2 | 3 |
| Total | 54 | 42.4 | 3 |

Staff Absentee Rates

Throughout 2012 the total days of leave taken by staff were:

- 161.5 days: Long Service Leave
- 182 days: Leave without Pay
- 739.5 days: Sick Leave, Family Carers, Bereavement, Short leave.

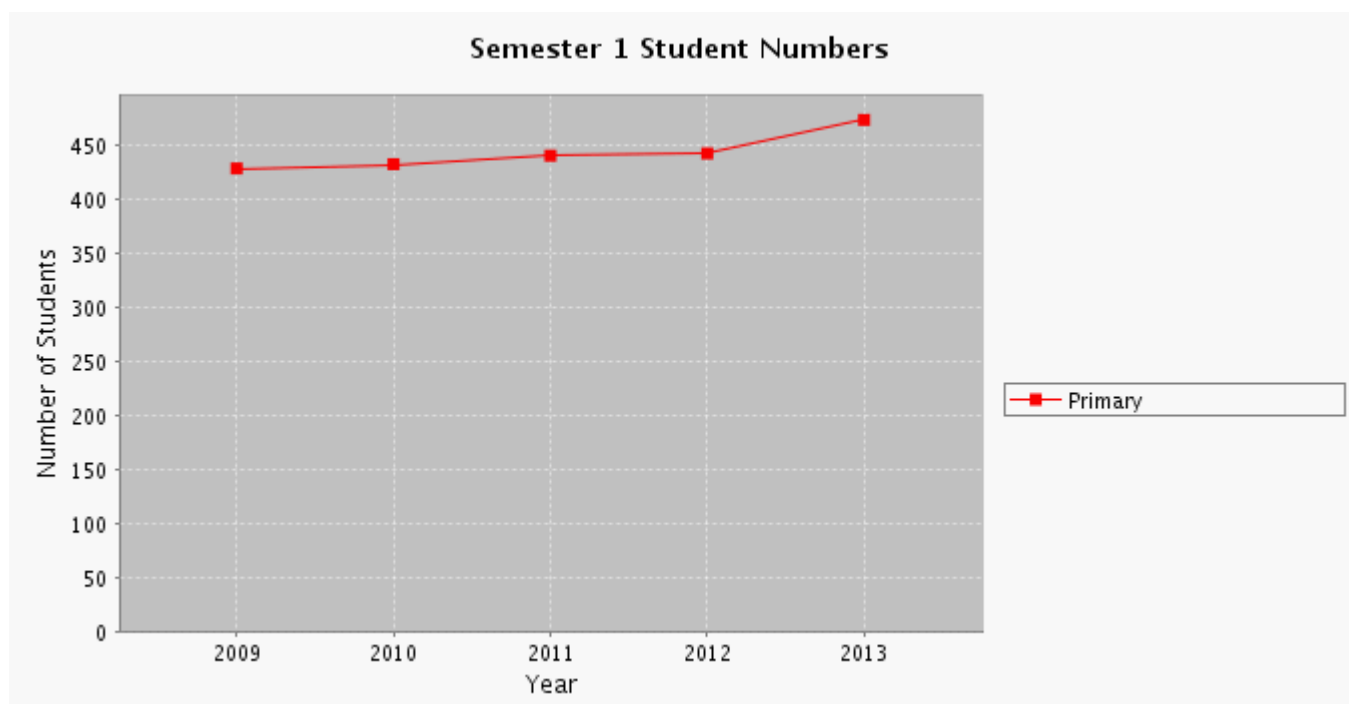
Student Information

Enrolments and Enrolment Trends

Since 2009 the school has experienced a small but steady rise in enrolments. However, at the end of 2012 we experienced quite a dramatic increase in enrolments in preparation for 2013. Such was the extent of this increase that we created another class.

Upon arrival at the school we are informed by parents that Albany PS is the school of choice as we have sound reputation within the community.

In projecting enrolments over the two years to 2015, when our year sevens enrol in secondary schools, we expect an additional 30 to 40 students to be part of our community. This will mean that our facilities will be fully utilised housing classes except for the science room, computer lab and LOTE room.



Enrolments

| Semester 1 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------|------|------|------|------|---------|
| Primary (Excluding Kin) | 428 | 432 | 440 | 442 | Est 470 |

Attendance Rates

During 2012 the school's attendance rate remained very much in keeping with recent history (from 2010). The school had an attendance officer, Peter Bolt, who worked with staff, students, parents and outside agencies to ensure that those students who were at risk in regard to attendance were followed up. By doing this there were a number of successful "turn-a-rounds" (ie students with poor attendance improving after intervention).

The school continues to be concerned about attendance issues particularly the apparent attitude expressed by some parents that absenteeism from school was not seen as an issue. We also noted that quite a number of families continue to take family holidays during term time. Two other issues that we see needing to be address include the attendance rate in pre-primary and that of Aboriginal students which continues to be at a level below non-Aboriginal students

School Attendance Rates Comparisons 2010 to 2012

| | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Y07 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| 2010 | 94% | 94% | 94% | 93% | 95% | 93% | 94% |
| 2011 | 93% | 94% | 93% | 94% | 95% | 95% | 93% |
| 2012 | 92% | 92% | 95% | 93% | 94% | 94% | 95% |
| State 2012 | 92% | 92% | 93% | 93% | 93% | 93% | 92% |

Suspension Rates

The number of suspensions during 2012 decreased significantly during 2012. This drop in suspension can be attributed to:

- Clear school strategies set out to case manage students who are facing difficulties.
- Effective preventative measures including close relationships between teachers, administrators and students, consistent whole school strategies, effective supervision, sound processes to address bullying and counselling of needy students.
- A noticeable decrease in violent and aggressive behaviour by individual students.

Student Performance

Focus 2012

The school has had a strong emphasis in 2012 of targeting improvement in:

- English
 - Writing
 - Spelling
 - Developing Guided reading as a whole school strategy
 - Implementing the Australian Curriculum
- Mathematics
 - Basic number facts.
 - Implementing the Australian Curriculum

There was also a focus on developing a range of ICT strategies within the school.

School Data: NAPLAN

Over the years the school has compared itself with like schools in Western Australia. Against these school we have continually demonstrated favourable performance. However, we now have the opportunity to compare ourselves with school throughout Australia. As our ICSEA (socio-economic index) is slightly above the Australian mean we would like to see our performance reflect this standing. Research demonstrates that there is a strong connection between socio-economic status and school performance.

The following tables compare our means with that of Australian schools in the areas of English and Mathematics from 2010 to 2012.

School Performance NAPLAN Compared to Australian Mean 2010 to 2012

2012

| Area | Year 3 | | Year 5 | | Year 7 | |
|------------|--------|--------|--------|--------|--------|--------|
| | Aust. | School | Aust. | School | Aust. | School |
| Numeracy | 395 | 382 | 488 | 469 | 538 | 554 |
| Writing | 415 | 419 | 477 | 466 | 518 | 522 |
| Gr & Punct | 424 | 403 | 491 | 481 | 546 | 560 |
| Spelling | 414 | 401 | 494 | 487 | 543 | 535 |
| Reading | 419 | 413 | 493 | 494 | 541 | 560 |

2011

| Area | Year 3 | | Year 5 | | Year 7 | |
|------------|--------|--------|--------|--------|--------|--------|
| | Aust. | School | Aust. | School | Aust. | School |
| Numeracy | 398 | 398 | 488 | 480 | 545 | 560 |
| Writing | 420 | 387 | 490 | 433 | 529 | 514 |
| Gr & Punct | 426 | 427 | 504 | 499 | 533 | 532 |
| Spelling | 409 | 387 | 486 | 472 | 538 | 527 |
| Reading | 420 | 421 | 491 | 485 | 539 | 549 |

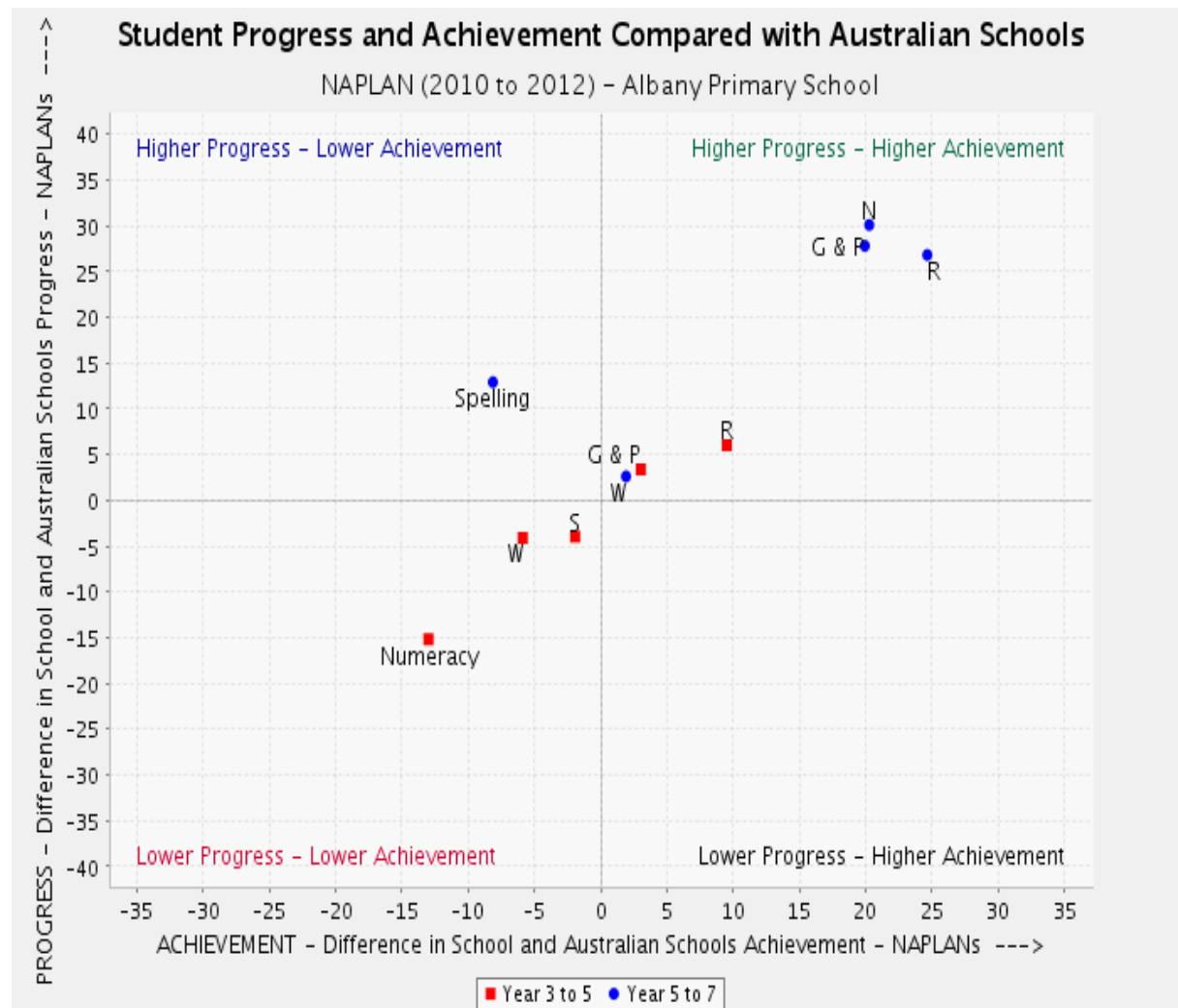
2010

| Area | Year 3 | | Year 5 | | Year 7 | |
|------------|--------|--------|--------|--------|--------|--------|
| | Aust. | School | Aust. | School | Aust. | School |
| Numeracy | 402 | 395 | 489 | 484 | 548 | 561 |
| Writing | 419 | 417 | 485 | 485 | 533 | 539 |
| Gr & Punct | 417 | 407 | 500 | 494 | 535 | 555 |
| Spelling | 399 | 395 | 487 | 467 | 545 | 547 |
| Reading | 414 | 413 | 487 | 486 | 546 | 564 |

The green highlighted performances are strong results which we are very pleased about. The yellow results indicate around expectation and the pink reflect areas that we have concerns about and give credibility to our drive to improve spelling and key elements of writing.

These figures and our analysis of other data inform us that we need to review more closely what is happening in our year 5 area. Scrutiny of our data has confirmed for us that the general performance of boys drops noticeably in year 5. While this is a trend in most schools in WA we believe it is necessary to address this issue in our school.

A pleasing element of the data is the improvement of performance of the 2010 year 5 cohort in year 7 in 2012. This a trend worth aiming for in all areas and from years 3 to 5.



The above graph highlights our concerns regarding the performance of our year 5 students in numeracy, spelling and writing and the pleasing progress made between years 5 and 7 for our 2012 year 7 cohort.

Analysis of writing data from both NAPLAN and our measurement tools highlighted these problem areas that need to be addressed:

- **Appropriate use of punctuation**
- **Text cohesion**
- **Sentence structure**
- **Paragraphing**
- **Spelling in the text**

School Data: WAMSE

The WA Monitoring Standards in Education state-wide assessments in Studies of Society and the Environment and Science clearly indicate that the school is performing at a level above like school across the state.

The 2012 performance reflects the performance of the school throughout the 5 years that these tests have been conducted. Science has been a very strong focus in the school since Stephen Murray was appointed as science specialist while classroom teachers are to be recognised for their efforts in developing effective programs in S & E. We will continue to monitor our successes in these areas as the school implements the new History and Geography areas of the Australian Curriculum.

School Performance in WAMSE Tests Compared to Like Schools 2012

| State | Year 7 Society & Environment | | | | | |
|-------------------|------------------------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Top 20% | 28 % | 23 % | 35 % | 23 % | 18 % | 20 % |
| Middle 60% | 62 % | 68 % | 56 % | 58 % | 66 % | 69 % |
| Bottom 20% | 10 % | 8 % | 9 % | 20 % | 16 % | 12 % |

| State | Year 5 Society & Environment | | | | | |
|-------------------|------------------------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Top 20% | 39 % | 30 % | 24 % | 29 % | 20 % | 23 % |
| Middle 60% | 53 % | 64 % | 69 % | 56 % | 66 % | 67 % |
| Bottom 20% | 9 % | 5 % | 7 % | 15 % | 14 % | 10 % |

| State | Year 7 Science | | | | | |
|-------------------|----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Top 20% | 30 % | 28 % | 37 % | 19 % | 23 % | 19 % |
| Middle 60% | 56 % | 63 % | 51 % | 62 % | 64 % | 67 % |
| Bottom 20% | 15 % | 8 % | 12 % | 19 % | 14 % | 14 % |

| State | Year 5 Science | | | | | |
|-------------------|----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Top 20% | 35 % | 32 % | 25 % | 23 % | 21 % | 22 % |
| Middle 60% | 51 % | 68 % | 72 % | 63 % | 66 % | 67 % |
| Bottom 20% | 14 % | 0 % | 3 % | 14 % | 14 % | 11 % |

Note: This assessment tool is not conducted Australia-wide. Like schools are those of similar socio-economic status.

School Highlights

Features of The Learning Program

Fundamental to the learning program has been the traditional structure with a class teacher with their class. During 2012 we created an extra support role of 0.4 to assist in year 4 and 6 classes where numbers were high.

This structure was supported in 2012 by:

- Special Needs students: The school has several special needs students enrolled in the school. There is a full inclusion process in place for all of these students who are supported, in varying amounts, with education assistant time.
- Second language students: We enrolled several students who had limited English as a first language. Special support was put in place to assist these students who also received education assistant time.
- LOTE: We delivered Indonesian to the year 3 to 7 classes. This program had a strong connection with our feeder high school, ASHS, and we also participated in an Asian Hub designed to ensure students from both schools gained greater understanding of an Asian language and culture.
- Music: Classes in years 1 and 2 received special music time. We also ran a school choir for interested students (membership was 50 year 4 and 5 students) and instrumental music for many students from years 3 to 7.
- Physical Education: Each class received specialist physical education tuition and a sport session per week.
- Reading support: Students with special literacy needs in year 4 and 6 were provided with extra reading/writing support through the support teacher.
- Specialist Science: All classes participated in the specialist science program that continued to be very successful. This program was augmented by special whole school science activities and the activities of the “Sciensteins” who spent their own time participating in scientific investigations.
- PEAC: Students with academic talent accessed the District wide PEAC courses while the school ran special programs to meet the needs and interests of students.

Achievement in the Arts

The school continued to performance strongly in the Performing Arts. During 2012 the year 4/5 choir commenced with over 50 students participating and performing at a range of school and community events throughout the year. The choir was directed by Judy Goodall who was, in turn, supported by Greg Grey and other year 4/5 teachers.

We also had a significant number of students participate in Instrumental Music tuition. These students also performed regularly at both school and community events.

In the area of drama and dance we had some excellent performances at our school assemblies with many children responding enthusiastically to the opportunity to perform in front of the rest of the school. We also had the year 6/7s participate in our acclaimed production of the “Man of Steel” which was conducted over two nights at the Entertainment Centre under the direction of Findlay MacNish. Community response was vey positive as the production maintained its high standard.

The school also celebrated Bookweek with drama at the assembly and the teachers presenting a Readers Theatre which was brought together by the antics of Deidre Jones, Ben Goldsmith, Jenny McSevich, Findlay MacNish and Phil Dawson.

Achievements in Sport

2012 proved to be a very success year in sport for the school. The school was victorious in the Interschool Swimming Carnival and both the Junior and Senior Interschool Athletics Carnivals. We were also highly

placed in the Interschool Cross Country. Following the cross country a team of five year 7s boys participated in the state-wide championships. The boys came away from this victorious as well.

In the Eagles Cup our team went through undefeated until the grand final which they lost to Flinders Park. It was though, an excellent season. Our cricket team also performed at a high standard in the interschool competition conducted during term 1.

Around the various community sports we had many of our basketball, soccer, hockey, netball and football players perform at a high level. We also had students compete exceptionally well while presenting the Albany Surf Club.

Parent Contribution to the School

- **P & C**

The P and C were wonderful in their support of the school by fundraising and providing \$27 000 for a range of school resources. Through their contributions the school was able to achieve a number of improvements in the grounds and also complete the purchase of library material and guided reading books.

Through the year the P and C raised funds through catering, school discos, the lapathon and other minor events and activities.

- **The School Council**

The School Council continued to be a strong, supportive group of staff and parents. They continued to provide strong direction and support in required areas. Often the parents on this group gave clear understandings of parent thought on a range of school matters. The group worked harmoniously and effectively.

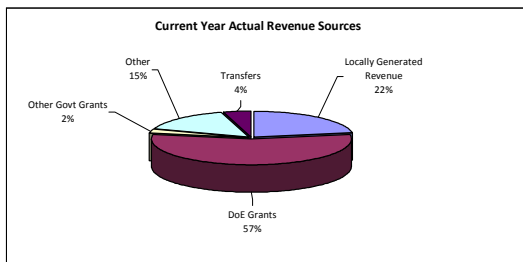
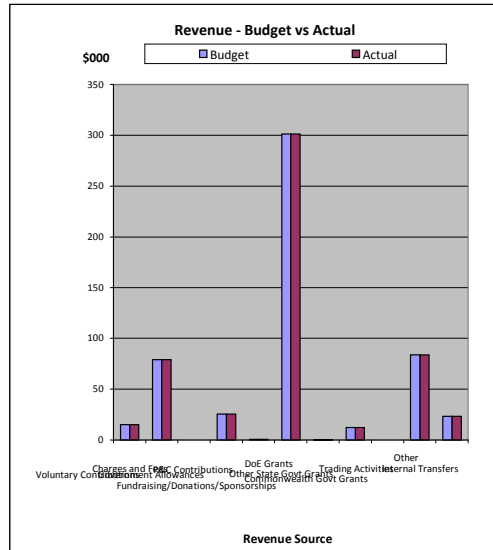
- **Parent Support In Classrooms**

The parent support within classrooms is a significant reason why the school has such a harmonious atmosphere. Support from parents ranges from assisting with reading, group work, preparation for assemblies, the Man of Steel production, supervision on camps and excursions, supervision during bike ed, special classroom presentations, cooking and so much more. The staff are very enthusiastic about having parents engaged in the learning program and are appreciative of their support.

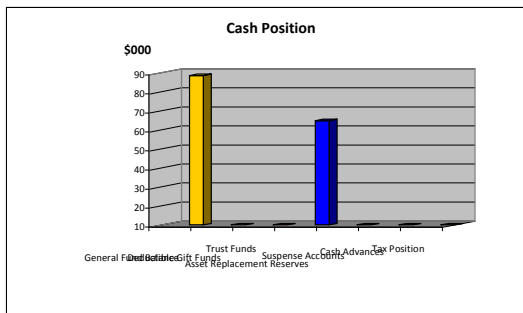
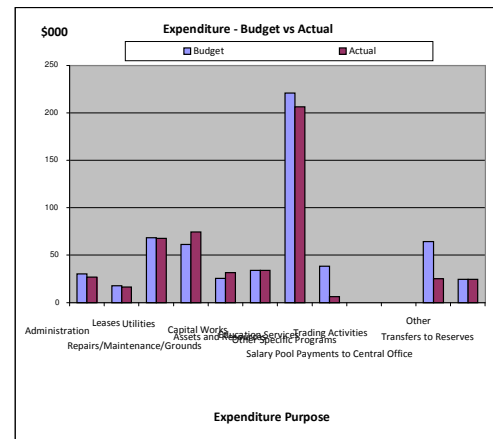
Financial Information

Albany Primary School Financial Summary as at 31 December 2012

| Revenue - Cash | | Budget | Actual |
|----------------|------------------------------------|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 15,402.50 | \$ 15,402.50 |
| 2 | Charges and Fees | \$ 79,354.83 | \$ 79,354.81 |
| 3 | Government Allowances | \$ - | \$ - |
| 4 | P&C Contributions | \$ 25,632.45 | \$ 25,632.45 |
| 5 | Fundraising/Donations/Sponsorships | \$ 850.00 | \$ 850.00 |
| 6 | DoE Grants | \$ 301,332.59 | \$ 301,332.59 |
| 7 | Other State Govt Grants | \$ 545.46 | \$ 545.46 |
| 8 | Commonwealth Govt Grants | \$ 12,543.20 | \$ 12,543.20 |
| 9 | Trading Activities | \$ - | \$ - |
| 10 | Other | \$ 83,735.93 | \$ 83,736.95 |
| 11 | Internal Transfers | \$ 23,418.97 | \$ 23,418.97 |
| | Total | \$ 542,815.93 | \$ 542,816.93 |
| | Opening Balance | \$ 60,137.27 | \$ 60,137.27 |
| | Total Funds Available | \$ 602,953.20 | \$ 602,954.20 |



| Expenditure | | Budget | Actual |
|-------------|--|----------------------|----------------------|
| 1 | Administration | \$ 30,354.00 | \$ 26,998.56 |
| 2 | Leases | \$ 17,959.41 | \$ 16,390.86 |
| 3 | Utilities | \$ 68,682.10 | \$ 67,691.10 |
| 4 | Repairs/Maintenance/Grounds | \$ 61,327.47 | \$ 74,496.30 |
| 5 | Capital Works | \$ 25,687.26 | \$ 31,863.67 |
| 6 | Assets and Resources | \$ 34,293.62 | \$ 34,293.62 |
| 7 | Education Services | \$ 221,080.15 | \$ 206,600.95 |
| 8 | Other Specific Programs | \$ 38,612.58 | \$ 6,240.35 |
| 9 | Trading Activities | \$ - | \$ - |
| 10 | Salary Pool Payments to Central Office | \$ - | \$ - |
| 11 | Other | \$ 64,299.67 | \$ 25,255.35 |
| 12 | Transfers to Reserves | \$ 24,651.00 | \$ 24,651.00 |
| | Total | \$ 586,947.26 | \$ 514,481.76 |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 146,920.76 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 88,472.44 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 64,792.12 |
| 5 Suspense Accounts | \$ 2,406.80 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ 3,937.00 |
| Total Bank Balance | \$ 146,920.76 |

Throughout 2012 the school remained in a very strong financial position which enabled many projects to be undertaken.

Critical to the financial wellbeing of the school was the excellent support provided by the P and C and the Education Department supporting the development of the carpark and the fence along Middleton Rd.

Buildings and Grounds Development

Over 2012 a number of minor works activities were undertaken to improve our facilities. These included work completed through joint ventures with the P and C. Developments included:

- \$6 000 worth of audio/visual equipment within the assembly area
- The building of the bike shelter with adjoining pathways.
- The Astroturf placed in front of the soccer goals in the senior playground
- The commencement of the nature playground.
- The re-positioning of the jump pits
- A further 9 parking bays
- The replacement of the fence along Middleton Rd with a 5m high fence to stop balls from going onto the road.
- The building of a new storage shed.
- Reconfiguring the kitchen space in room 18

For 2013 it is planned to further develop our grounds by:

- Continuing with the nature playground
- Planting trees and shrubs in various locations
- Enhancing the early childhood playground
- Further investigating parking improvement
- Developing the lower oval along Middleton Rd.
- Enhancing the Campbell Rd/Middleton Rd corner

Future Directions

During the forthcoming two years the school needs to focus on:

- **Curriculum Delivery:**
 - Improving the school's performance in Spelling and Grammar & Punctuation.
 - Reviewing the performance in Mathematics within pp to year 5 and improving the performance in this area.
 - Ensuring that all staff implement whole school processes.
 - Developing effective collaborative processes between staff members.
 - Enhancing the implementation of a range of technologies within the school and developing teaching and learning strategies across all phases of learning.
 - Implementing the Australian Curriculum in an effective way.
 - Enhancing the collection of school data and the assessment practices of staff.

Conclusion

While we seek to see improvement and enhance what we do the school has many fine attributes. There are strong relationships between staff, students and parents and a general agreement from all stakeholders about where the school is heading and how we are going about providing learning opportunities for our students.

This report was written and presented by Brian Lee, Principal of Albany Primary School.

Semester 1, 2013

