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

During 2013 there was a strong focus in the school on improving performance in key elements of Literacy, namely writing skills and spelling. Work was done to identify key writing skills that needed to be addressed across each year level and teachers were asked to implement teaching and learning strategies that focussed on improving these areas. In spelling we continued on our goal of implementing an eclectic spelling program across all year levels.

The staff are also very much aware that we need to turn our attention to enhancing our performance in mathematics, particularly in the years 1 to 5 area. We have commenced this by highlighting the need for all students to have ready recall of all the basic number facts.

During 2013 school tone, led by our year 7s, was very pleasing indeed. Our year 7s showed strong and appropriate leadership and engagement in the school’s events and activities.

In the second half of 2013 Peter Bolt replaced me in the principalship as I went on long service leave. Peter was then replaced in the last five weeks of the year by Steffan Silcox.

I look forward to a positive 2014 whilst recognising that significant staffing issues, preparations for the departure of the year 7s from primary school in 2015 and a new school funding model will need to be managed and implemented effectively.

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 continues to be very stable with experienced teachers across all learning areas. New staff were recruited in 2013 to manage increased enrolments and replace teachers and administrators on leave.

Further increases in the number of educational assistants continued in 2013 as we continued to see a growth in the number of special needs students either diagnosed or enrolled.

During the year three teachers were appointed permanently to the school as part of an Education Department initiative to manage teaching staff. This will have significant ramifications for the school during 2014 and heading into 2015 as the school will be overstaffed at the departure of the year 7 to secondary schools.

**Staff Numbers**

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<thead>
<tr>
<th>No</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Administration Staff</td>
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<td>Principals</td>
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<td>Total Teaching Staff</td>
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<tr>
<td>Total School Support Staff</td>
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<td>Total</td>
<td>56</td>
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Staff Leave Rates
Throughout 2013 the total days of leave taken by staff were:
- 302.4 days: Long Service Leave
- 49.5 days: Leave without Pay
- 461 days: Sick Leave, Family Carers, Bereavement, Short leave.

Student Information

Student Population Information and Enrolment Trends
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. Further noticeable increases in student population continued in 2013 leading to a shortage of teaching spaces. The school was required to use specialist classroom space to house classes. This requirement is expected to continue in 2014.

We continue to be informed by enrolling parents that the school has a very strong reputation within the Albany community and therefore one of the schools of choice for new arrivals to the city.

Projected figures for 2015, when our year 7s depart for the secondary sector, are estimated at 440 students (K to 6). This is indicative of a further steady rise in enrolments across all year levels at the commencement of 2014 and throughout the year.

Student Population Figures 2010 to 2013

<table>
<thead>
<tr>
<th>Semester 1 2013</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (Excluding Kin)</td>
<td>432</td>
<td>440</td>
<td>442</td>
<td>473</td>
<td>Est 480</td>
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Student Population by Year level (as of Semester 2 census 2013)

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<thead>
<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Y07</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Full Time</td>
<td>43</td>
<td>52</td>
<td>58</td>
<td>54</td>
<td>46</td>
<td>72</td>
<td>61</td>
<td>78</td>
<td>64</td>
<td>525</td>
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</table>

Attendance Rates
During 2013 the school’s attendance rate remained very much in keeping with recent history (from 2010). Figures indicate that the rate is slightly above other schools and at the level of like schools. Focus has been on ensuring that early childhood children attendance rates are appropriate. Year 7s have also been targeted. Results have been positive.

The school continues to be concerned about attendance issues and the related issue of punctuality. We have many families that are continually late for class and, even with support, cannot change this behaviour. Attendance levels of key families are monitored and case by case strategies are implemented to support the family. The response has been successful in some instances but remains ongoing.
School Attendance Rates Comparisons 2011 to 2013

Attendance % - Primary Year Levels

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<thead>
<tr>
<th></th>
<th>Y01</th>
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<th>Y04</th>
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Suspension Rates
We experienced an increase in suspension rates during the later part of 2013, particularly after enrolling some students with behavioural issues. Where possible the school has refrained from using suspension as a behaviour management process as it does appear to have limited levels of success.

Student Performance

Focus 2013
The school continued its strong emphasis, commenced in 2011, of targeting improvement in:
- English
  - Writing including handwriting.
  - Spelling
  - Complete the full implementation of Guided Reading as a whole school strategy
  - Continue 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 with particular emphasis given to trialling ipads and other Apple hardware.

The school also needs to enhance collaborative processes, curriculum leadership and staff capacity to commit to whole school processes.

School Data: NAPLAN

The following tables compare our means with that of Australian schools in the areas of English and Mathematics from 2010 to 2013.

<table>
<thead>
<tr>
<th>School Performance NAPLAN Compared to Australian Mean 2010 to 2013</th>
</tr>
</thead>
</table>

Key targets for school improvement in Literacy and Numeracy focus on the school achieving a mean above the Australian mean. Data from 2013 clearly demonstrates that our year 7 cohort met these expectations. However, we continue to see that our year 5 cohort performs below the Australian mean,
particularly in Mathematics and Grammar & Punctuation Over the next 2 years we are aiming to have that trend change and see significant improvement. While we have attempted to change this alternative measures will have to be taken. Tracking back to 2011, when our year 5 group were in year 3, we can see that there has been a decline in performance level.

<table>
<thead>
<tr>
<th>2013</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
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<tbody>
<tr>
<td></td>
<td>Aust.</td>
<td>School</td>
<td>Aust.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>395</td>
<td>394</td>
<td>486</td>
</tr>
<tr>
<td>Writing</td>
<td>421</td>
<td>411</td>
<td>478</td>
</tr>
<tr>
<td>Gr &amp; Punct</td>
<td>427</td>
<td>423</td>
<td>501</td>
</tr>
<tr>
<td>Spelling</td>
<td>410</td>
<td>401</td>
<td>494</td>
</tr>
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<td>Reading</td>
<td>419</td>
<td>413</td>
<td>502</td>
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<tr>
<th>2012</th>
<th>Year 3</th>
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<td></td>
<td>Aust.</td>
<td>School</td>
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<tr>
<td>Numeracy</td>
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<td>382</td>
<td>488</td>
</tr>
<tr>
<td>Writing</td>
<td>415</td>
<td>419</td>
<td>477</td>
</tr>
<tr>
<td>Gr &amp; Punct</td>
<td>424</td>
<td>403</td>
<td>491</td>
</tr>
<tr>
<td>Spelling</td>
<td>414</td>
<td>401</td>
<td>494</td>
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<tr>
<td>Reading</td>
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<td>413</td>
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<td>Aust.</td>
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<tr>
<td>Numeracy</td>
<td>398</td>
<td>398</td>
<td>488</td>
</tr>
<tr>
<td>Writing</td>
<td>420</td>
<td>387</td>
<td>490</td>
</tr>
<tr>
<td>Gr &amp; Punct</td>
<td>426</td>
<td>427</td>
<td>504</td>
</tr>
<tr>
<td>Spelling</td>
<td>409</td>
<td>387</td>
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<th>Year 7</th>
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<td></td>
<td>Aust.</td>
<td>School</td>
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<tr>
<td>Numeracy</td>
<td>402</td>
<td>395</td>
<td>489</td>
</tr>
<tr>
<td>Writing</td>
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<td>417</td>
<td>485</td>
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<tr>
<td>Gr &amp; Punct</td>
<td>417</td>
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<tr>
<td>Spelling</td>
<td>399</td>
<td>395</td>
<td>487</td>
</tr>
<tr>
<td>Reading</td>
<td>414</td>
<td>413</td>
<td>487</td>
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</tbody>
</table>

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.

In reviewing our data and teacher response to whole school strategies it is apparent that:
- Particular areas of the curriculum need to be explicitly taught.
- When intervention is given high priority we do see improvements.
- We are still yet to be effective in implementing whole school strategies with some teachers opting out of requirements.
- The staffing of the years 3 to 5 are needs to be reconsidered.
- The focus on the boys’ literacy levels needs to be addressed and improved for the year 3 to 5 area.
- The results in year 7s indicate the capacity of the school to achieve at the required level and meet our targets.

**Student Progress and Achievement Compared with Australian Schools**

**NPLAN (2011 to 2013) - Albany Primary School**

The above graph highlights:
- The pleasing levels of progress and achievement the school was able to attain with the 2013 year 7 cohort.
- Reminds us that we must continue to focus on spelling as achievement and progress from years 5 to 7 was the weakest area.
- It appears that whole school strategies may be enabling improved performance in spelling in the middle school. Further data over 2014 and 15 will confirm this.
- The low progress and achievement of our year 5 cohort continues to raise issues and must be addressed. There is a continued trend of poor performance in year 5 NAPLAN testing.
- Of particular concern is the performance in Grammar and Punctuation in Year 5.

Analysis of writing data from both NAPLAN and our measurement tools have continued to highlight these problem areas that need to be addressed that were similar to 2012:
- **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 & the Environment and Science clearly indicate that the school is performing at a level above like schools.

The 2013 performance generally reflects the performance of the school throughout the 6 years that these tests have been conducted. However, the Science specialist, Stephen Murray, has some concerns about the performance of the year 5 students and has already taken this into consideration for planning for improvement throughout 2014. The year 7 Science results continue to be extremely pleasing and, through effective teaching/learning processes, these trends should continue. The school has continued the very sound performance trends in year 7 Studies of Society & Environment

### School Performance in WAMSE Tests Compared to Like Schools (WA) 2013

#### Year 5 Society & Environment

<table>
<thead>
<tr>
<th>State</th>
<th>School 2011</th>
<th>School 2012</th>
<th>School 2013</th>
<th>Like Schools 2011</th>
<th>Like Schools 2012</th>
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<tr>
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<td>Middle 60%</td>
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#### Year 5 Science

<table>
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<tr>
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<th>School 2012</th>
<th>School 2013</th>
<th>Like Schools 2011</th>
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#### Year 7 Society & Environment

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#### Year 7 Science

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School Highlights

Features of The Learning Program
The school has continued to implement a very traditional structure to classes and teacher organization to manage the learning program. Due to increased enrolments the school had to create another class. Classroom structure was supported by:

- Special Needs students: The school has several special needs students enrolled in the school. Schools Plus is co-ordinated specifically by a Deputy Principal (Peter Bolt/Deidre Jones) in 2013. There is a full inclusion process in place for all of these students who are supported, in varying amounts, with education assistant time. Enrolments increased in 2013.
- Second language students: We enrolled several students who had limited English as a first language. These students have varying background languages. Special support was put in place to assist these students through 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, Albany Senior High School. The program focuses on oral language development and cultural awareness and understanding.
- Music: Classes in years 1 and 2 received special music time. For the second year we ran a year 4/5 choir which proved to be very successful. Many students participated and year 4s returned to be involved for the second year. Instrumental music was made available to talented and interested students. Many classes were full and there continues to be excellent uptake. These students and the choir performed several times, at different functions/festivals, throughout the year.
- Physical Education: Each class received specialist physical education tuition and a sport session per week. Participation rates in in-term swimming, athletic, swimming carnivals, sporting activities and athletics has been extremely high.
- 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.
- Camps: Several classes attended school camps which augmented the learning program. For the first time in many years the year 7s camped in Perth and participated in several stimulating visits.

Achievement in the Arts

- School Choir: Performed at several music festivals and garnered excellent responses. The students have developed some important skills under Judy Goodall’s directions.
- Instrumental Music Program: Students performed regularly at assemblies and also as part of several “end of year” activities. The combined schools’ ensemble was very well received and the evening performance by students from years 3 to 12, from a cross all schools, was heavily populated by Albany Primary and ex-Albany Primary students.
- Performing Arts: Classes continue to promote performance through the assemblies. We had several highly entertaining and well crafted pieces of dance, drama and music. The year 7s from Room 13 put on an ANZAC play that was very well executed and received by the school community.

Achievements in Sport
2013 again proved to be a very successful year in sport for the school. The school was victorious in the Interschool Swimming Carnival and the Junior Interschool Athletics Carnivals. We were placed second in the Senior Interschool Athletics. We were also highly placed in the Interschool Cross Country. In the Eagles Cup our team continued to perform soundly winning the majority of games. It was great to see the growing number of girls participating. 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 surf club. Ex-students also were prominent in local under aged and senior sports.

**Parent Contribution to the School**

- **P & C**
  The school P and C continued to make significant contributions to the school throughout the year. Through their financial support the nature playground took shape and a number of other playground developments commenced. The school was also able to purchase much needed resources and gain financial support for Mathletics, Reading Eggs and end of year book prizes. The P & C, in conjunction with the school, organised a range of fund raising activities that were very well supported by the school community. Members of the P & C sit on the grounds committee, the fundraising committee and the School Council.

- **The School Council**
  The School Council continued to assist the school to develop a range of school policies and plans whilst monitoring school finances and performance. Through the School Council the school received very important feedback about many areas of the school’s activities which we were able to respond to.

- **Parent Support In Classrooms**
  The strong support and rapport between parents and staff continued throughout 2013. Through camps, excursions, class reading, small group work, individual student support and many other minor ways (eg costuming for assemblies, sports days assistance) the parents continue to be very helpful in and around school.

Feedback throughout the year reaffirms that parents are very appreciative and supportive of school staff and school directions.
The school's financial position remained very strong during 2013 which enabled several projects to be undertaken.
Buildings and Grounds Development

Over 2013 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:

- The development of the nature playground.
- Disco lights
- Stage curtain
- Bike parking area extension of paving
- Garden area outside room 6
- Beautification of grounds
- Beautification of the corner of Middleton and Campbell Rds

For 2014 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.

Future Directions

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

- Curriculum Delivery:
  o Improving the school’s performance in Spelling and Grammar & Punctuation.
  o Reviewing the performance in Mathematics within pp to year 5 and improving the performance in this area.
  o Focus on improving performance in NAPLAN from years 3 to 5.
  o Ensuring that all staff implement whole school processes.
  o Developing effective collaborative processes between staff members.
  o Enhancing the implementation of a range of technologies within the school and developing teaching and learning strategies across all phases of learning.
  o Implementing the Australian Curriculum in an effective way.
  o Enhancing the collection of school data and the assessment practices of staff.

Conclusion

2014 looms as the final year that the school has year 7s. Preparations for the departure is underway and significant thought has been put into ensuring our year 6s have a leadership role with our final group of year 7s. The ground work for the reduction in staff for 2015 is also well underway but it is recognised it will have a significant impact on the staff and their wellbeing and morale.

While becoming an Independent Public School has been put on hold this possibility will be revisited in 2014. In the meantime the school continues to experience a very positive response from the school community and our students continue to perform admirably in many areas.

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

Semester 1, 2013