Albany Primary School

Annual Report 2015
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INTRODUCTION
The purpose of the Annual School Report is to provide our school community and prospective parents with an overview of data and relevant information that reflects the performance of the school during the 2015 year.

The data that is provided includes information related to the student body, staffing matters, performance of students in key curriculum areas, the relationships between the school and its community, the involvement of parents within the school, financial matters and resource management.

The annual report also enables the school to celebrate the success of key programs and events and also outline to readers the processes that have been implemented to respond to recognised needs and enhance our school’s performance.

At the core of all that we do is the aim to enhance student wellbeing and learning while recognising that our school is part of a community and a workplace for the adults that work here.

It is hoped that the Annual School Report provides the community with all the necessary information.

Key Points
- The purpose of the Annual School report is to outline school performance for the year.
- The Report provides data and analysis to support information presented.
- The Report contains information about school successes.
- The Report outlines programs developed to enhance student performance.
- Central to school processes is student learning and wellbeing.
PRINCIPAL’S WORD

During 2015 a number of very exciting and stimulating events were conducted by the school which brought our school community together in many ways.

It was highlighted by a stunning “Celebration of The Arts” during term 3 in which the school showcased dance, music and dramatic performance while displaying wonderful visual arts throughout classrooms and within the school grounds. The evening attracted an amazing crowd of school community members and the excitement was quite electrifying.

Throughout 2015 the school consolidated the wonderful relationships that are experienced between staff, students and parents. The school community continued to work well together to ensure growth in resources and the development of the learning program.

During 2015 the focus of the learning program turned to the introduction of Letters and Sounds, a phased phonics program that brought all classrooms into alignment and meant that the school had a strong research based program in place that was well resourced. Significant funds were spent on developing resources, providing professional learning opportunities for staff and assisting team leaders to be well versed in the program’s key elements. Full implementation will commence in 2016.

Another significant point to note was the excellent results in NAPLAN in our year 5s. For the first time in NAPLAN assessments the school had results above the Australian mean in all tested areas. However we still have some way to go to improve our year 3 results.

Very pleasing to hear was prospective parents informing me that Albany Primary is the “school of choice” in Albany and that they seek to have their children enrolled in our school as they hear from the general community that the school has a wonderful learning environment and culture.

During the year parents played significant roles in ensuring our learning program was enriched and supported. They engaged in this by participating in school activities including within the classroom and special events. The strong work carried out by the P and C Association and the School Council continued through the year.

With this year being the first without our year 7s it was pleasing to see our year 6 students demonstrate great leadership qualities and assist in enhancing the school’s tone and ethos.

On reflection the school could justifiably celebrate many positives that came out of 2015. We have a very sound platform for further improvement and growth in 2016.

Brian Lee
Principal

Key Points

- The school enjoyed many successes in 2015.
- A Highlight of the year was the “Celebration of the Arts” evening.
- The school consolidated the excellent relationships in place.
- The Letters and Sounds phonics program was introduced in 2015.
- NAPLAN results in year 5 were our best results ever in this age group.
- Year 3 NAPLAN results indicate there’s work to be done to improve in key areas.
- Albany Primary is seen as a great choice of school by the community.
- The parents are very engaged in the school program and contribute significantly.
- Our year 6s demonstrated pleasing leadership qualities.
- The school has many positives to celebrate.
SCHOOL ETHOS

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

- 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.
- Staff implement effective practices to facilitate and enhance learning.
- School leadership facilitates staff undertaking their roles and student learning.

Support Material That Guides the School

The school ensured that it was responding to system-wide processes, good practice and research by using:

- The Plan for WA Schools 2012 to 2015.
- Focus 2015.
- The WA Curriculum as set out by SCSA.
- School based curriculum material based on the WA curriculum including scope and sequences in English and Mathematics.
- Student performance in NAPLAN.

School Documents That Provide and Support Direction

- The School Improvement Plan 2015- 2016
- Albany Primary School Policies
- Albany Primary School Procedures
- Albany Primary School Classroom Requirements 2015
- Student performance in school based assessments.

Key Points

- The school values life-long learning.
- The school motto is “Strive to Achieve”.
- We want our environment to be safe.
- We seek to implement “best practice” using technology.
- Practices are researched based.
- The school has 4 overarching principles that determine directions.
- The school uses several documents from the Department that provide direction.
- The school uses school based plans and policies to fine tune direction.
- The school uses student performance data to determine new strategic directions.
The shift of year 7s to the secondary stage of schooling for the start of the 2015 had considerable impact on the school. Student population decreased by approximately 80 students and therefore staffing requirements also declined.

However, the loss of the year 7 cohort was offset by the continued growth in enrolments in other year levels. These were from our school zone and through cross-boundary application. On enrolment interviewed parents confirmed that the school is seen as the “school of choice” in Albany and that we have a reputation of having strong, effective relationships, a quality learning program and an inclusive, caring and supportive environment.

Enrolment data for and throughout 2015 indicate a real growth of 7.5% which is considerable.

During 2015 we continued to experience a change in our school demographics with the enrolment of more students from a wider cultural background. This has continued to have a very positive effect in the school as these students bring new languages and experiences to share with their fellow students.

Enrolments: Semester 1 2015

<table>
<thead>
<tr>
<th>Yr</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>40</td>
<td>57</td>
<td>49</td>
<td>66</td>
<td>71</td>
<td>58</td>
<td>49</td>
<td>77</td>
</tr>
</tbody>
</table>

Student Distribution by Gender

<table>
<thead>
<tr>
<th>Area of sch.</th>
<th>Kindy</th>
<th>PP</th>
<th>Prim.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>28</td>
<td>173</td>
<td>223</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>29</td>
<td>197</td>
<td>244</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>57</td>
<td>370</td>
<td>467</td>
</tr>
</tbody>
</table>

Student Enrolments and Staff Trends 2011 to 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Staff Headcount</th>
<th>Teaching Staff Headcount</th>
<th>Non-Teaching Staff Headcount</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>51</td>
<td>31</td>
<td>20</td>
<td>479</td>
</tr>
<tr>
<td>2012</td>
<td>55</td>
<td>33</td>
<td>22</td>
<td>481</td>
</tr>
<tr>
<td>2013</td>
<td>56</td>
<td>32</td>
<td>24</td>
<td>509</td>
</tr>
<tr>
<td>2014</td>
<td>58</td>
<td>35</td>
<td>23</td>
<td>516</td>
</tr>
<tr>
<td>2015</td>
<td>55</td>
<td>33</td>
<td>22</td>
<td>467</td>
</tr>
</tbody>
</table>

Key Points

- The year 7 cohort moving into secondary impacted on enrolments and staffing levels.
- The loss of the year 7s was offset by increased enrolments in other year levels.
- New parents inform the administration that the school has significant appeal through the wider community.
- During 2015 the school's cultural diversity continued to grow.
- Total enrolments grew by 7.5%.
- There are more female than male students within the school.
- Teaching staff numbers reflected a decrease in student enrolments in 2015 due to the departure of the year 7s.
Student Attendance

Attendance levels, while comparatively acceptable, continue to be of concern for the school. School data, shown below, demonstrates a slight decline in our overall annual attendance figures. While this decline is not too significant feedback to the school indicates that many parents are prepared to have their children miss school for reasons that are considered outside “reasonable cause”.

The school manages attendance issues by:

- Having an administrator monitor and review school data.
- Teachers working with parents and the school attendance co-ordinator to assist families to improve attendance.
- Ensuring there is a strong inclusive culture.
- Supporting families that have reluctant school attenders.
- Promoting the need for maximum attendance.

Apart from the slight decline in overall attendance data also shows that:

1. Attendance levels are worse in second semester. This follows a trend experienced in previous years.
2. Attendance by Aboriginal students declined. While this is a small cohort and poor attendance by just a few students has considerable impact on data this is still an area of concern.
3. While overall school data compares favourably with other Great Southern (Albany District) schools the number of unexplained absences does not.

School Attendance and Comparison Figures 2015

<table>
<thead>
<tr>
<th>Figures are %</th>
<th>Over-all attendance</th>
<th>Regular attendance</th>
<th>Severe Risk attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sem. 1</td>
<td>Sem. 2</td>
<td>Sem. 1</td>
</tr>
<tr>
<td>Whole school</td>
<td>93.4</td>
<td>92.3</td>
<td>78</td>
</tr>
<tr>
<td>State</td>
<td>91.1</td>
<td></td>
<td>72.6</td>
</tr>
<tr>
<td>Aboriginal (ATSI)</td>
<td>88.2</td>
<td>85.8</td>
<td>40</td>
</tr>
<tr>
<td>Albany East</td>
<td>92.1</td>
<td>90.1</td>
<td>73.6</td>
</tr>
<tr>
<td>Albany West</td>
<td>90.5</td>
<td>87.7</td>
<td>69.1</td>
</tr>
</tbody>
</table>

School Attendance by Category/Comparison to WA Public Schools 2015

<table>
<thead>
<tr>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sch</td>
<td>WA Pub Sch</td>
<td>Sch</td>
<td>WA Pub Sch</td>
<td>Sch</td>
<td>WA Pub Sch</td>
</tr>
<tr>
<td>Regular</td>
<td>80%</td>
<td>76%</td>
<td>83%</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>At Risk - Indicated</td>
<td>16%</td>
<td>16%</td>
<td>17%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>At Risk - Moderate</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>At Risk - Severe</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Key Points

- Attendance levels remain a concern as data shows a “slow decline” trend.
- A noticeable proportion of parents have students absent without “reasonable cause”.
- The school has systems in place to support parents and manage attendance matters.
- Attendance levels decreased in semester 2. This follows trends in previous years.
- Unexplained absences have increased and are of concern.
Managing Student Behaviour and Pastoral Care

The school has implemented a very cohesive school wide pastoral care and student welfare model over several years that includes:

- High behavioural expectations placed on students within and outside the classroom.
- Quality relationships between all who are in the school based on mutual respect.
- The establishment of clear expectations for all.
- Pre-emptive and preventative strategies put in place.
- Recognition for all students.
- Mentoring and support for students facing difficulties.
- A learning approach to behaviour management.
- Ready intervention and family contact when required.
- An immediate response to bullying issues when notified.

There were a number of identified students who demonstrated social problems that were supported by school personnel. While all interventions were not entirely successful a number of these students were able to develop friendships by changing their behaviour and demeanour due to support strategies.

Students facing emotional, personal, mental or family difficulties are case managed by the school administration who liaise with family members, supporting agencies, the school psychologist and other staff assisting the student. In some instances all staff are notified so that the student can be supported as required within the playground or during whole school activities if needed.

Anecdotal evidence from staff, students and parents confirm that the playground is very harmonious and that students readily accept school behavioural guidelines and are prepared to remain within these. Students are tolerant and generally inclusive in their play.

Data from duty files and entries into “Behaviour” in the school data system indicate a significant decrease in students breaching school behavioural guidelines. Matters that were attended to throughout the year included rough or unsafe play, conflict resolution, unfair playing rules, exclusive behaviours, messing the toilets and bullying.

A bullying survey conducted in September 2015 indicated that 5% of students felt that they had been bullied at some stage in the playground or classroom. Areas where the bullying occurred were the adventure playground, soccer grounds and basketball courts (whilst students were playing 4 square).

Parents, staff and students all report that they believe bullying issues are dealt with promptly when administrators are notified. However, there is still a belief amongst students that disclosure is “dobbing” and that it will lead to reprisals.

In managing bullying the school uses a “restorative approach” and aims to give the victim strategies to deal with the bully while supporting the bully to change their behaviours.

Key Points

- A comprehensive Pastoral Care program is in place within the school.
- There are high expectations placed on students’ behaviour.
- There are strong relationships in place.
- The foundation of the Pastoral Care approach is mutual respect for all.
- There are support mechanisms in place for students in need.
- “Wrap around” processes to assist students are in place.
- Evidence from staff, parents and students indicate a harmonious playground and workplace.
- Data from duty files and Integris indicate a significant decrease in playground and classroom incidences of inappropriate behaviours.
- 5% of students indicate that they have been bullied at some time.
- Bullying issues are dealt with promptly when disclosed.
- Students still see disclosure as “dobbing”.
- A “Restorative Approach” is used to change bullying behaviour.
**Destination of Year 6 Cohort 2015**

Data outlined below indicates that most students, in line with past yearly trends, move on to Albany Senior High School. Those who enrolled at North Albany Senior High School did so because they were living in that school’s boundary.

A minority group move into the private school sector due to school size, religious beliefs or a belief that an individual student’s needs may be better met by a particular school.

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4001 Albany Senior High School</td>
<td>25</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>4137 North Albany Senior High School</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>1285 Bethel Christian School</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1431 Great Southern Grammar</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4146 Australind Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4159 Warnbro Community High School</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Class and School Structure 2015**

<table>
<thead>
<tr>
<th>Area of school</th>
<th>No. of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIndy</td>
<td>2</td>
</tr>
<tr>
<td>Pre-primary</td>
<td>2.5</td>
</tr>
<tr>
<td>Primary</td>
<td>14.5</td>
</tr>
<tr>
<td>Totals</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist Areas: Yrs 3 to 6</th>
<th>Time allocated per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>1.5 hrs</td>
</tr>
<tr>
<td>Music</td>
<td>1.0 hr</td>
</tr>
<tr>
<td>Physical education</td>
<td>1.5 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist Areas: Yrs 1/2</th>
<th>Time allocated per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>1.0 hr</td>
</tr>
<tr>
<td>Music</td>
<td>1.0 hr</td>
</tr>
<tr>
<td>History/other</td>
<td>1.0 hr</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>1.0 hr</td>
</tr>
</tbody>
</table>

**Key Points**

- The majority of students exiting Albany PS enrol at Albany Senior High School.
- The school made up 19 classes from Kindy to Year 6 in 2015.
- Specialist areas involved 240 minutes of instruction time for years 1 to 6.
SCHOOL STAFFING DETAILS

Staffing Profile
During 2015 the school employed 55 staff many of which were part time. As the year progressed additional staff members were employed as the new school funding model was adjusted. This provided additional funds for the school which were used to increase education assistant time by 1.8 FTE and some teacher time (0.3) in specialist areas.

Due to forecast student enrolments and budget constraints the school leadership group was cut to 2 fulltime equivalents for the commencement of the year. Additional time (0.4 FTE) was added as the year progressed and the school received adjustments in funding.

 Appropriately the majority of employees within the school work as teachers (57%) or in classrooms as education assistants.

Staffing Profile Per Occupation 2015 and % that are Full-time

<table>
<thead>
<tr>
<th>Occupation groups</th>
<th>Total Headcount</th>
<th>% Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Teacher</td>
<td>30</td>
<td>67%</td>
</tr>
<tr>
<td>Education assistant</td>
<td>15</td>
<td>0%</td>
</tr>
<tr>
<td>Registrar</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>School Officer</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Gardener</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Cleaner</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

Age Profile of Staff: Comparisons 2011 to 2015

<table>
<thead>
<tr>
<th></th>
<th>All staff 2011</th>
<th>Teaching Staff 2011</th>
<th>Non-Teaching Staff 2011</th>
<th>All staff 2015</th>
<th>Teaching Staff 2015</th>
<th>Non-Teaching Staff 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25 to 34</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>35 to 44</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>6</td>
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<tr>
<td>45 to 54</td>
<td>19</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>55 to 64</td>
<td>18</td>
<td>22</td>
<td>16</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Over 65</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The age profile of the school staff continues to reflect that we have an aging workforce. The impact that this has had within the school in 2015 is:

- Increased requirement for sick leave and carers leave as the aging workforce needs medical attention and to manage/support aging parents and children who are in the early years of parenthood.
- Staff have accrued long service leave that needs to be taken and will have more due in the forthcoming years.
- Requests for part-time work rather than full-time.

Each of these issues impacted on the stability in some classrooms and the capacity of the students to adjust to changes.

Key Points

- The school was staffed by 55 employees in 2015.
- Staffing allocation increased in 2015 as funds became available.
- 57% of the employees are classroom teachers.
- The staffing profile includes a significant number of part-time members.
- Most class teachers are not part-time.
- The staffing profile reflects an aging workforce.
- The aging workforce has implications for leave and other work conditions.
### Sick Leave Information 2015

#### Sick and Personal Carers leave trends 2012 to 2015

![Graph showing trends in sick leave and carers leave](image)

#### Sick Leave for Teaching Staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Sick/Personal Carers Leave</th>
<th>Leave with evidence (days)</th>
<th>Leave without evidence (days)</th>
<th>Unpaid (days)</th>
<th>Average Sick/Carers leave per Teaching Staff FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>171.6</td>
<td>137.0</td>
<td>6.0</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>110.0</td>
<td>184.3</td>
<td>1.0</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>268.4</td>
<td>197.0</td>
<td>0.0</td>
<td>15.3</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>199.1</td>
<td>165.4</td>
<td>0.0</td>
<td>13.7</td>
<td></td>
</tr>
</tbody>
</table>

#### Sick leave for non-teaching Staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Sick/Personal Carers Leave</th>
<th>Leave with evidence (days)</th>
<th>Leave without evidence (days)</th>
<th>Unpaid (days)</th>
<th>Average Sick/Carers leave per Non-Teaching Staff FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>221.7</td>
<td>5.5</td>
<td>17.2</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>175.5</td>
<td>1.0</td>
<td>6.9</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>263.0</td>
<td>3.4</td>
<td>31.5</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>223.9</td>
<td>13.1</td>
<td>11.1</td>
<td>16.4</td>
<td></td>
</tr>
</tbody>
</table>

The data above confirms that the use of sick leave and carers leave is on the rise and likely to trend upward or at least remain constant as the age profile of the staff rises.

### Retirements and Resignations

There is an expectation that over the next 5 years there will be a significant number of staff retire or prepare to retire. This will particularly affect:

- The profile of the school administration.
- The teaching and education assistant profile.
- The pressure on the administration to enable part-time employment.

The school administration is currently managing long service leave requirements and will continue to plan strategies to manage retirements as these eventuate.

### Key Points

- Sick and personal leave for staff is having an impact on the school.
- In 2015 average sick/carers leave for teaching staff was 13.7 days.
- In 2015 average sick/carers leave for non-teaching staff was 16.4 days.
- The aging profile will have an impact on retirements over the next 5 years.
English

Over the past 4 years the school has had a significant focus on improving the performance of the school in the year 5 area. In each of the past 5 years the results have been below the Australian mean which we use to benchmark our results. Actions taken include:

- Embedding Guided Reading practices throughout the school.
- Implementing a whole school approach to Spelling and Writing.
- Focussing on the development of phonics.
- Improving the capacity of students to handwrite effectively and easily.
- Focussing on developing genre writing.
- Implementing school wide scope and sequence.
- More effective, fine grained teacher assessment and analysis of student performance.

During 2015 the school introduced “Letters and Sounds” that will be implemented in full across all year levels during 2016. This is a phased phonics program that will enable all teachers to work within the same scope and sequence leading to sustained accumulation of the learning of phonics by the students.

While some of the whole school strategies have taken affect some issues in implementation persist. These include:

- The incapacity of some staff to implement requirements and embed practices. This makes it difficult to confirm if strategies are actually working.
- The need for more rigour and higher expectations in some classes.
- More time needed for teachers to collaborate and moderate effectively.
- The need for broader curriculum leadership within the school.

While some issues remain the results of the year 5s in NAPLAN in 2015 were significantly improved on previous years and gave good reason to celebrate. In all areas the school mean was above the Australian mean and in certain areas it was significantly above.

Our year 3 results did not reflect this improvement. A close analysis of NAPLAN data outlined the stark difference in the performance between the girls and the boys. This was particularly so in Writing and Spelling. Because of the results of the boys our comparative performance against other Australian schools in these two areas below expectations. “Letters and Sounds” is part of the process to remediate this issue. The other critical remediation is in raising expectations and engaging boys in the writing process in the early years of schooling and then maintaining this in the middle years.

NAPLAN data confirms that the school’s Reading Program and the way in which teachers are teaching Grammar and Punctuation are strong, successful components of the learning program.

Mathematics

During 2015 the school devised a Scope and Sequence for Mathematics based on the WA Curriculum, the support material and material made available by the WA Teachers Union. Classrooms also used the New Wave Mental Mathematics texts to ensure students had daily reinforcement.

Key Points

- There has been a sustained focus on improvement in English.
- The school has several whole school processes to improve performance in English.
- Letters and Sounds has been introduced in 2015.
- We need to see all staff embed practices in English.
- Collaboration and leadership are needed to assist further improvement.
- Year 5 results in NAPLAN were the school’s best results.
- Year 3 NAPLAN performance was below requirements from the boys.
- Remediation has begun.
- Reading continues to be sound across the school in all year levels.
- The school has commenced implementation of several key processes in Mathematics.
of key mathematical concepts. Staff were also expected to:

- Enhance student recall of basic number facts.
- Develop teaching/learning processes that used a hands on approach and some games for reinforcement based on Paul Swan’s range of strategies that were directly linked to the WA Curriculum.
- Ensure students were understanding key concepts and the language of mathematics based on the WA Curriculum.
- Use Mathletics as a school wide program to boost student interest and performance.

In the area of Mathematics we were pleased to see that there was a significant improvement in the performance of the year 5 students. In this year level the school performed above previous levels and other Australian schools.

Of concern was the NAPLAN performance of our year 3s. Again, the results of the boys had a significant impact on the overall result. Remedial action will be taken in 2016 and the performance in 2016 NAPLAN will inform us of sustained issues if a similar performance is replicated in the next cohort.

**School versus Australian Mean 2015**

The following tables use the key:

- **Below**
- **At/Near**
- **Well above**

### 2015

<table>
<thead>
<tr>
<th>Area</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aust.</td>
<td>School</td>
</tr>
<tr>
<td>Numeracy</td>
<td>398</td>
<td>388</td>
</tr>
<tr>
<td>Writing</td>
<td>416</td>
<td>404</td>
</tr>
<tr>
<td>Gr &amp; Punct</td>
<td>433</td>
<td>433</td>
</tr>
<tr>
<td>Spelling</td>
<td>409</td>
<td>391</td>
</tr>
<tr>
<td>Reading</td>
<td>426</td>
<td>432</td>
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</table>

### 2014

<table>
<thead>
<tr>
<th>Area</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>School</td>
<td>Aust.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>402</td>
<td>397</td>
<td>487</td>
</tr>
<tr>
<td>Writing</td>
<td>402</td>
<td>393</td>
<td>402</td>
</tr>
<tr>
<td>Gr &amp; Punct</td>
<td>426</td>
<td>430</td>
<td>504</td>
</tr>
<tr>
<td>Spelling</td>
<td>412</td>
<td>424</td>
<td>498</td>
</tr>
<tr>
<td>Reading</td>
<td>419</td>
<td>414</td>
<td>501</td>
</tr>
</tbody>
</table>

### 2013

<table>
<thead>
<tr>
<th>Area</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<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>
<tr>
<td>Reading</td>
<td>419</td>
<td>413</td>
<td>502</td>
</tr>
</tbody>
</table>

**Key Points**

- “Hands on” Mathematics is considered necessary across all year levels.
- Mathletics is part of the improvement strategy.
- Year 5 results were much improved on previous years and above the Australian mean.
- Year 3 NAPLAN results were below expectations and of concern.
**Key Points**

- School results for all NAPLAN assessment remain within the expected range.
- Year 3 spelling results were significantly weaker in 2015 compared to 2014.
- Trends in Year 3 and 5 Reading results remain positive.
- Results in year 5 Grammar and Punctuation were exceptional.
- Year 5 Numeracy results are trending upward.
- There was high achievement and high progress in key areas of NAPLAN.
- High achievement in Writing and Reading.
- Numeracy progress in year 5 has improved but still requires work.
The Year 5 cohort sat the ACER Progressive Achievement Test in Science in December 2015 and achieved as follows.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Raw Score</th>
<th>PAT Science Score</th>
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<tbody>
<tr>
<td></td>
<td>Average</td>
<td>St Dev</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>45</td>
<td>14.2</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>14.0</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>14.4</td>
</tr>
</tbody>
</table>

The expected average for this test across Australia is 121.2. In 2014 APS had an average of 120 which was in the expected range, albeit a shade below the average. This is in keeping with the previously noted trend of APS Year 5 students being around the expected outcome (WAMSE Testing).

In 2015 it can be seen from the relevant table that student achievement is averaged at 122. This is an improvement on 2014 of 2 points and takes the APS cohort above the Australia wide expectation.

The second key area is distribution of results. In 2014 there was a peak at stanine 4 and then a falling away upward through the higher stanines.

In 2015 there appears to have been a shift upward to stanine 6. On both sets of results there appears to be a short “tail” before the more populated stanines. This may be seen as indicating few students are being left behind.

Overall, APS students seem to be achieving within expected parameters in Science at Year 5 level. A slight improvement may be evident in the overall average; and the populating of the stanines appears to be moving in a positive direction.

Stephen Murray
Science Co-ordinator and teacher
Student Performance: Other Curriculum Areas

It is extremely difficult to ascertain how students are performing against Australian means in curriculum areas such as Health, Humanities and Social Sciences, The Arts and Physical Health and Wellbeing.

Staff feedback through the National Quality Standards Assessment process that targeted the early years, data from the physical education program, student reports, student performance in The Arts (music and visual), anecdotal information from parents and staff provide the following overview of student performance across these curriculum areas.

Physical Health and Wellbeing

- A review of Health in 2014 indicated that this was a “lost” area of the curriculum. In 2015 teachers implemented a whole school program based on the WA Curriculum and reported that students had a sound understanding of key concepts.
- There is full participation in the physical education program and the school has performed strongly in all interschool competitions being placed no lower than 4th (out of 8) in all competitions.
- School athletics, swimming and cross country carnivals have very high participation rates.
- A significant number of students are actively engaged in community sporting activities that range from swimming, surf club, dance, gymnastics, yoga, horse riding, martial arts and the core summer and winter sports.
- The school hosts a number of community sports programs on its site and also had an afterschool sports program.
- The school participated in Crunch and Sip, Kitchen Gardens, Sunsafe and “Walking To School” days.

History and Geography

- The school implemented the History Curriculum and experimented and trialled the new Geography Curriculum.
- Staff reported students were engaged and developed sound understandings.
- These are two areas that need increased whole school assessment to ascertain the level of student learning and performance.

The Arts

- The school had the highest number of students participating in the departmental Instrumental Music program of all the Albany District schools.
- Student assessments completed by the music specialist and the assessment done on students for music aptitude indicate high level performance.
- The school’s music teacher ensured that the year 4/5 choir appeared in a number of interschool music activities and performed extremely well.
- All classes participated in drama productions during assemblies that were of a high standard. Anecdotal feedback from new parents and staff inform the school that drama performed is of a standard beyond what they have previously experienced.
- Quality drama, dance and musical items were performed at the Art Night Celebrations in term 3, 2015.
- Parents expressed some concerns about the limited range of visual

Key Points

- It is difficult to find assessments that enable comparative data to be accessed in curriculum areas outside Science, English and Mathematics.
- Anecdotal data indicates that the students are performing well in many curriculum areas.
- The school’s Health program was re-ignited in 2015. More work to be done on assessment.
- Participation in physical education activities is very strong in all cohorts.
- The school has strong links and participation in community sports.
- The school hosts a number of sporting organisations after school.
- History and Geography were implemented in 2015.
- Report data indicates sound understandings.
- Richer and more effective assessments are required in Geography and History.
- Music is a very vibrant part of the school curriculum with students performing well.
- There is a strong participation in drama, music and dance throughout the school.
- Data is difficult to gather but anecdotal information is very positive about student performance in The Arts.
- Performance in visual arts needs reviewing as the program is truncated and piecemeal.
arts opportunities in a number of classrooms during the early phases of the school year. This led to the visual arts being focussed on for the Arts Night. While this was successful it is apparent that further work needs to be done to enrich the visual arts program in 2016.

FEATURES OF THE LEARNING PROGRAM

In 2015 the school continued to develop and enhance key features of its program. These enrich the students’ learning experiences and do much to create the very positive and vibrant culture that exists in the school.

Science Research and Investigations
- A number of specific student groups engaged in science experimentation and investigations. These programs were organized and co-ordinated by Stephen Murray.
- A group of students in the upper years studied Robotics and another group engaged in coding and technology development.

Sustainability and The Environment
- The school re-invigorated its commitment to sustainability and the environment by re-energising a number of special class and whole school activities that focussed on these issues.

Student Leadership
- The school continued to conduct a very strong leadership program for the year 6 students. This included mentoring and learning opportunities organised by Peter Bolt and Deidre Jones.
- The school continued to set clearly articulated high standards and requirements for student leaders.
- Opportunities were provided for senior students to engage in a range of activities to enhance their leadership and organisational skills including fund raising, sporting events and special school events.

Meeting the Needs of Individual Students
- The school continued its strong focus on supporting students with special needs. During 2015 the school invested an extra $70 000 on supporting classrooms and students with special needs students.
- PEAC students were involved in extra curricula activities.
- Students with learning difficulties were catered for in classrooms by a range of accommodations and interventions. These students were on individual or group education plans.
- Students with social/emotional issues were identified, mentored and supported.

Enhancing Student Engagement
- The school participated in or created many extra special activities to engage students in a range of curriculum areas including the various sports activities, House and Interschool Spelling Competition, Book Week and Book Fair activities, NAIDOC Week, and Special Days Celebrations.
- The school continued to recognise students for their efforts during assemblies and special student meetings. A range of special certificates promoting effort and achievement were presented throughout the year.

Key Points
- The school implemented a rich Science program supplemented by special groups engaged in a range of scientific activities.
- The focus on Sustainability and the Environment was reinvigorated in 2015.
- The student leadership program is very strong and has clear expectations and rigour.
- A range of leadership learning opportunities and activities are provided for year 6 students.
- The school continued its focus on meeting the needs of individual students.
- The school used a variety of strategies to further engage students in the learning program.
- Students were recognised for their efforts and capacity to strive to achieve in a range of areas.
The school administration and staff were particularly appreciative that during 2015 the strong parent and community participation continued. This participation occurred both formally and informally on a weekly basis and therefore our learning program was enriched and enhanced.

The parents were involved in classrooms in many ways throughout the school year:

- Hearing students reading
- Working with small groups of students during class time
- Assisting with class plantings.
- Preparing students for assemblies with make-up, costuming and props.
- Giving special talks and showing students something of interest.
- Working with students on art activities in class time
- Helping classes prepare for Arts Night.

Parents also continued to assist the school to conduct special events by officiating or providing back up services or attending. Attendance at school functions and events continued at a very high level.

Throughout 2015 there was ample anecdotal evidence that there continued to be a strong relationship between staff and parents. As in previous years staff and parents worked harmoniously together to organize key school events. This culminated in the Arts Night during which an estimated 3000 community members and parents participated.

Through the P & C parents also conducted a Sundowner during term 1 which was very well received and a Virtual Hot Air Balloon Race which was a unique experience that also involved the Albany Autism Support Group.

Parent Committees

In 2015 parents were involved in a number of school committees:

- The P and C Association
  - Executive committee
  - Uniform shop committee
  - Fundraising Committee
  - Canteen Committee
  - Grounds Committee
- Visual Arts Committee
  - This committee was put in place to build a Visual Arts profile in the school.
  - To support classroom teachers in their efforts to provide a broader Visual Arts Program.
  - Enhance school grounds with visual arts.
- The School Council
  - Engaged in policy review.
  - Provided information on parent response to a range of school processes and plans.

During 2015 the parents continued to contribute financially to the development of the school grounds and resources. Projects such as the adventure playground, the early childhood playground, Reading resource development, interactive whiteboards and Middleton playing fields all received financial support.

Key Points

- The school staff are very appreciative of the extensive parent support.
- Parents engaged in supporting classrooms in a variety of ways.
- Parents assisted the school to organise and conduct special events through-out the year.
- Staff and parents worked together on many occasions to set up events and ensure they ran smoothly. This built onto the strong relationships between them.
- Arts Night, The Sundowner and the Virtual Balloon Race were highlights.
- The P & C were a very active school organization with a number of extremely proactive committees.
- A visual arts committee was established to enhance the Arts in the school.
- The School Council provided a forum for valuable parent input.
- The School Council was proactive in policy and planning review.
- P & C financial contributions ensured many resources and improvements occurred in 2015.
The surveys conducted in 2015 confirm that both staff and students view the school in a very positive light.

Parent surveying will occur during 2016.

Anecdotal information from the many parents engaged in the school reflected a positive attitude towards the school.

**Key Points**

- Staff indicate a strong level of satisfaction with the school.
- The staff feel that the school is well lead.
- Staff are very satisfied with the relationships with the parents and community.
- The students are very positive about the school.
- There is a strong relationship between teachers and students.
- Students get good feedback form teachers.
- Students feel motivated to learn.
**Financial Information**

As at 31 December 2015

### Income Sources

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>$23,057.90</td>
<td>$17,017.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>$85,179.75</td>
<td>$85,179.75</td>
</tr>
<tr>
<td>3. Funds from Various Users</td>
<td>$1,805.00</td>
<td>$1,805.00</td>
</tr>
<tr>
<td>4. Fundraising/Dinner/Dances</td>
<td>$32,251.90</td>
<td>$32,251.90</td>
</tr>
<tr>
<td>5. Commonwealth Grant Revenues</td>
<td>$4,856.80</td>
<td>$4,856.80</td>
</tr>
<tr>
<td>6. Other Inter-Govt/Local Govt Revenues</td>
<td>$55,129.45</td>
<td>$55,129.45</td>
</tr>
<tr>
<td>7. Revenue from City, Regional Officers and Other Schools</td>
<td>$3,861.46</td>
<td>$3,861.46</td>
</tr>
<tr>
<td>8. Other Revenues</td>
<td>$40,785.81</td>
<td>$40,785.81</td>
</tr>
<tr>
<td>9. Transfer from Reserves or GGIB</td>
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<tr>
<td>10. Residential Accommodation</td>
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<tr>
<td>11. Farm Revenue (Ag and Farm Schools only)</td>
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<td>12. Camp Site Fees (Camp Schools only)</td>
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<tr>
<td><strong>Total Cash Available</strong></td>
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<td><strong>Opening Balance</strong></td>
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<tr>
<td><strong>Student Centre Funding</strong></td>
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<td><strong>Total Cash Available</strong></td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$715,395.72</td>
<td>$715,111.48</td>
</tr>
</tbody>
</table>

### Expenditure Areas

**Department Policy Changes**

- This was the first year of the Student Centred Funding for Albany Primary School.
- This was also our first year without the year 7 cohort (approx. 70 students fewer enrolments).

**Income Sources**

- Voluntary Contributions
  - Collection rates:
    - Kindy – 83%
    - Pre-Primary – 73%
    - Years 1-6 – 70%

**Expenditure Areas**

- With the support of our P&C Association, the school was able to ensure every classroom was able to access either an electronic whiteboard or Interactive TV.
- Letters and Sounds program and Decodable Readers were resourced through all year levels.
- A new shed for storing sports equipment and spare furniture was built.
- The Undercover Area was upgraded with new audio visual (including lighting) equipment.
- Our Early Childhood Centre’s outdoor playground was completed with landscaping, retaining walls, nature based play equipment and a new bike path.
FUTURE DIRECTIONS

In 2016 the school is scheduled to complete a full review its **2015-16 Plan For Improvement**. This document has outlined key strategies that the school has employed over the past two years to improve student performance and the management of the school site.

### Student Performance
Reviews of school performance data and requirements from the Education Department of WA ensure that in the next planning cycle there will be a focus on:

- Implementing and fully embedding Letters and Sounds.
- Implementing SEND Reporting and new processes for writing IEPs for students.
- A review of writing processes and expectations in the early years and middle primary.
- A review of Mathematics teaching throughout the school and the use of supporting materials.
- The further implementation of the WA Curriculum and supporting resources and assessment material.
- Develop technology and use in the classroom.
- Attendance issues addressed.

### Staff Development
In terms of staff development the school will focus on:

- Building collaborative processes amongst staff.
- Creating stronger teacher/ education assistant level curriculum leadership.
- Ensuring peer and classroom observations are a seamless part of the collaborative processes within the school.
- Staff being accountable and embedding whole school processes.
- Enhancing assessment strategies.

### School Facilities and Resources

- Enhance the school grounds near the Kindergarten entrance.
- Develop the Arts Shed for student use during recesses.
- Beautify the school with Visual Arts.
- Continue to improve the school gardens.
- Complete the development of the Adventure playground and the Middleton Rd playing area.

Many of the school’s program will continue into 2016 and beyond as they are extremely successful and valued by the school community.

2016 and 2017 promise to be exciting years for the school as we continue to enhance the school’s program and build on a very strong base.

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**Key Points**

- A full review of school performance will be undertaken during 2016 as part of the improvement cycle.
- Key school programs will be fully embedded into classroom practices.
- Department requirements in the delivery of the WA Curriculum will be implemented.
- Mathematics and Writing will be reviewed and plans for improvement will be put in place.
- Strategies to broaden staff collaboration will be put in place.
- Building leadership from within staff will be a focus.
- Classroom and peer observation will be embedded in practice.
- A range of facilities improvement programs and resources development will continue.
- Many of the school's excellent programs will continue into 2016 and beyond.
- There is a strong platform for continual improvement in place.