



Principal's perspective ...

Two thousand and eighteen saw Albany PS again achieve great heights, with our student outcomes continuing to excel across all areas.

With the Business Plan (2018—2020), reviewed and endorsed all whole school strategies were embedded into the teaching and learning programs, appropriate to context.

Through our Professional Learning Communities (PLC) staff engaged in conversations on a strategic and operational level. Discussing best practice at Albany PS focusing on Writing and Spelling, to support students in achieving the highest possible outcomes.

As a newly established Positive Behaviour Support (PBS) school we developed our four school expectations –show **R**espect, **I**nclude others, be **S**afe and personal **E**xcellence (RISE). This program has enabled a common language across K to 6 and ensured behaviour is being dealt with fairly and consistently. Our Matrix and Good Standing were successfully trialled eventuating in the Good Standing event 'Emu Point Fun Day'. A definite highlight of the year for students.

Strategic alignment of all school resources including financial and personnel ensured the Business Plan Targets were being met. As a result of the combined school and community strength Albany PS was successfully selected as an Independent Public School for 2019 and our Public School Review was validated as 'Effective'

I trust you will enjoy reading our 2018 Annual Report as a formal way to reflect on the year past, communicating the successes achieved and sharing future goals to the wider school community.

Mrs Jayde Hewson

Overview

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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".

School Context

Established in 1896, Albany Primary School is the oldest primary school in Albany. The current Mount Clarence site is the third for the school located adjacent to Albany Senior High School. With 470 students, our school intake zone encompasses Albany CBD, Middleton Beach, Mt Clarence and a part of Mt Melville. The grounds and facilities are superb creating a learning environment students, staff and community thrive in.

Albany Primary School is a professional learning community that values life-long learning and facilitates excellence in student achievement. As a high quality primary school we ensure all students are provided with a safe, supportive environment which promotes the foundation for success into the future.

Through our Business Plan priorities – Success for all Students, High Quality Teaching and Leadership, Safe and Inclusive School Environment and Engaging with the School Community – we are a school that is embedding evidence based whole school strategies to develop all areas of student growth and development.

Selected to be an Independent Public School in 2019, Albany Primary School is currently in the process of rebranding our school logo and motto.

School Profile

In 2018 our school profile consists of –
492 students— Kindergarten to Year 6

5.7% Disability

2% Aboriginality

38 students attending Albany Community Kindergarten on Serpentine Road.

APS consists of 19 Fulltime classes, 4 specialist areas, purpose built Science & Music Rooms, Computer Lab & Library. A School Psychologist, Social Worker & Chaplain on site to best service our community.

Staff Profile

The workforce profile over the past two years has highlighted the number of retiring and part time staff. In 2018, we had multiple tandem teaching arrangements to cover Long Service Leave, extended periods of leave and part time work fractions. Due to good planning and sound handovers the disruption to students learning was minimised.

APS would like to thank Mr Peter Bolt and Mr Greg Grey for their contribution to the education of students at Albany PS over many years. Both gentlemen retired at the end of 2018 after many years service with the Department of Education.

Continuing rigorous reviews of the workforce profile into 2019 will ensure sustainable and quality teaching and leadership.

Category	No of Staff	Full time work equivalent
Administration	3	3.0FTE
Teaching Staff	31	25.0FTE
Support Staff	14	10.2FTE
Total	48	38.2FTE

Student Numbers

As at August Census 2018

In 2018 APS had 19 fulltime classrooms with 2 Kindergarten groups operating on a 30 hour fortnight. Albany Community Kindergarten (ACK) operates from an external site on Serpentine Road but is linked to Albany Primary School as it is in our intake zone.

Year Level	ACK	K	PP	1	2	3	4	5	6	Total
Student Number	38	40	57	59	59	63	58	65	91	492
										530 inc ACK

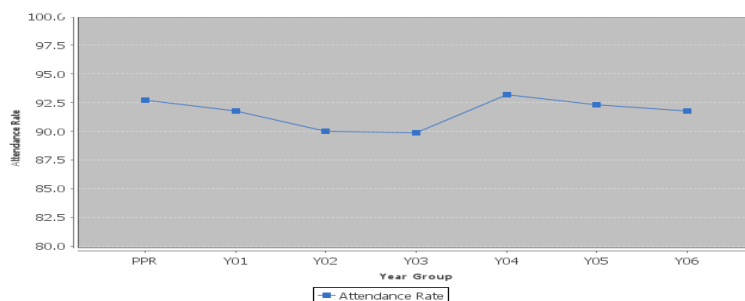
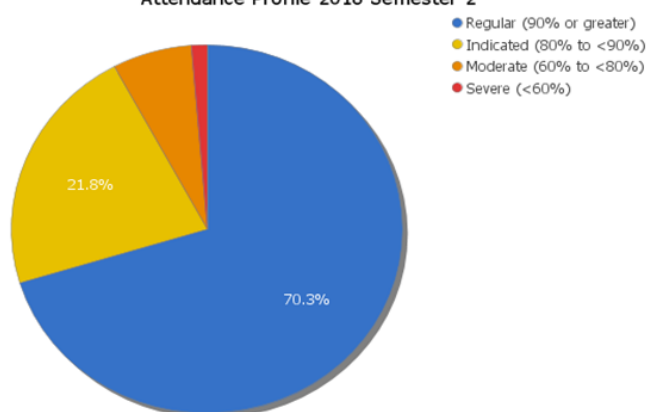
Attendance

For 2018, overall 82% of all students attended school regularly (90% or greater), with an average whole school attendance of 94%. Semester 2, 2018 showed an increase from 2017 with 7% of students falling into the Moderate or Severe attendance categories (under 60%). This needs to be a focus for those students/families in 2019.

Unauthorised absences improved slightly at 37% in 2017 to 36% in 2018 however, this needs to be a continued focus for 2019.

Early Childhood Education attendance was a focus for 2018 and showed improvement. In 2018 the Year 2 and 3 attendance rates were down due to extended vacations for a number of students.

Attendance Profile 2018 Semester 2



Specialist Subjects

Albany Primary School offers a range of Specialist subjects taught by enthusiastic and dedicated generalist teachers including Music, Science and Physical Education.

Instrumental Music is also conducted here at APS with the School of Instrumental Music (IMSS) offering individual and group lessons in Cello, Viola, Trumpet, Double Bass, Flute, Clarinet, Violin, and Guitar.










In 2018 LOTE (Languages other than English) was introduced in APS for Year 3 students. In 2019 to enhance the sustainability of Indonesian the program will be rolled out to all classes Year 1 to 6 as a 0.7FTE position.

2018 School Priorities

2018 was a year of embedding the whole school strategies determined in 2017, driven by our Whole School NAPLAN Data. All staff were trained in Talk4Writing, including the Early Childhood staff specifically trained for the Early Years. Words Their Way was implemented into all classrooms Year 4 to 6 with the process being refined as the year progressed. Letters and Sounds continued to be embedded from Kindy to Year 3 as the synthetic based phonics programs. As Maths was our focus areas also, it was agreed to continue to teach from the WA curriculum and a whole school program would be investigated further in 2019. Positive Behaviour Support (PBS) was a high priority in 2018 with our 4 expectations being defined as RISE—show Respect, Include others, be Safe & personal Excellence.








Success For All Students

In our school environment, underpinned by high expectations, students demonstrate that they are working towards achieving their full potential.

	Progress/ Achievement
1. National Quality Standards (NQS) self-audit will indicate positive progress in all areas.	
2. 90% of elements for Quality Area 1, Quality Area 3 and Quality Area 6 will be achieved across K to 2.	
3. APS students NAPLAN mean test score to be above 'like schools' across Literacy and Numeracy.	
4. 55% of Year 5 students to be band 6 or above in NAPLAN writing.	
5. 50% of Year 3 students to be band 5 or above for NAPLAN writing.	
6. By 2020 Year 3 spelling will have a minimum of 25% of students in top 20% of Australian students (from student distribution first cut group percentage box)	
7. By 2020 Year 5 spelling will have a minimum of 25% of students in top 20% of Australian students (from student distribution first cut group percentage box)	
8. PAT ACER Science assessment results will be used to inform Science teaching and learning.	
9. All students in Year 3 (2018), 4 (2019) and 5 (2020) will be actively engaged in an Indonesian language program.	

High Quality Teaching and Leadership

Through a common professional language staff plan, assess and report collaboratively to implement evidence based Whole School Strategies.

	Progress/ Achievement
1. Teaching staff work collaboratively in Professional Learning Communities (PLC).	
2. Identify, recruit and support staff to engage in a distributed leadership role.	
3. Student data tracking sheets completed with baseline data.	
4. Embed whole-school strategies into all programming and teaching.	
5. Phase 2 & 3 WA Curriculum area implemented and reported on accurately.	
6. All staff use performance development data and observations to improve classroom practice.	
7. Demonstrate cultural inclusivity through embedding the Aboriginal Cultural Standards Framework (ACSF).	

Safe and Inclusive School Environment

Guided by our School Expectations students are supported to develop holistically in a motivating, challenging and caring school environment.

Progress/ Achievement

1. Visibly implement the Positive Behaviour Support (PBS) Process across the school with fidelity.
2. Implement Good Standing Guidelines.
3. Whole school attendance to be 90% or above.
4. Develop and integrate staff wellbeing into the National Opinion Survey to create baseline data.
5. 95% of students and staff feel secure and valued as per survey data.
6. All staff are trained in, and teach, the Protective Behaviours program.



Engaging the School Community

With open and effective communication we foster positive, two-way relationships with all stakeholders.

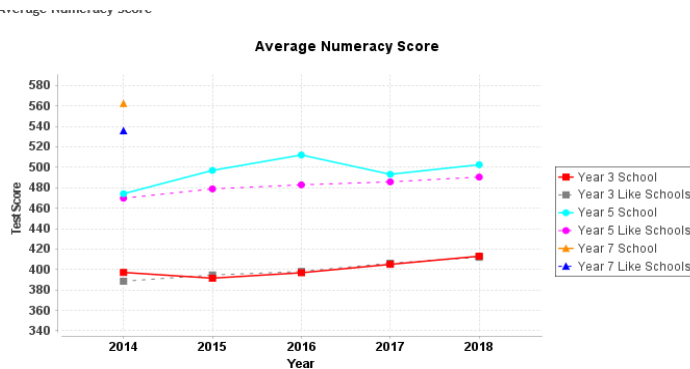
Progress/

1. Revitalise and maintain a positive working relationship with families and caregivers.
2. Maintain a positive working relationship with intra-agency support organisations.
3. Maintain a positive working relationship with inter-agency departments.
4. Develop and maintain a positive working relationship with commercial businesses.
5. Improve school governance by raising the profile of the School Council.



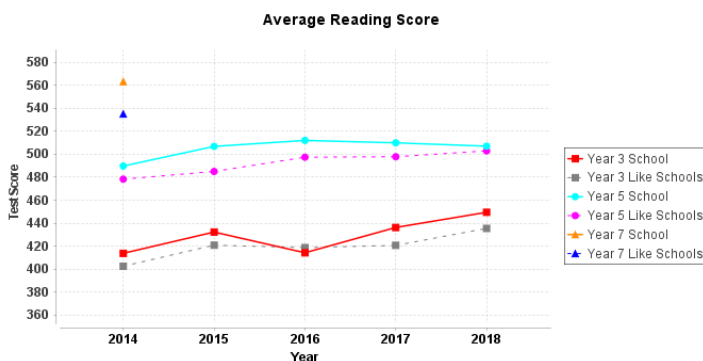
NAPLAN Performance

Numeracy



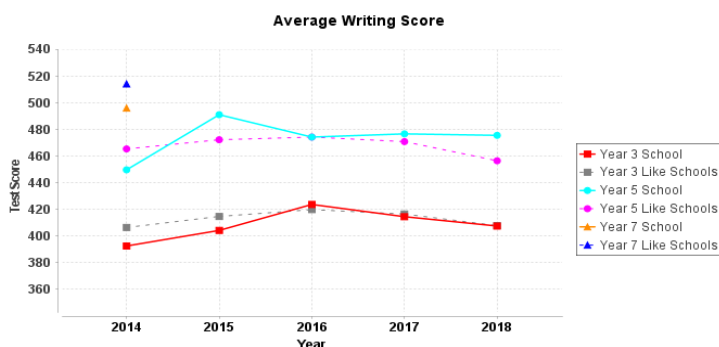
- ◆ Maintained at or above like schools in Year 3 & 5
- ◆ Year 5's expanded the number of NAPLANs above like schools
- ◆ Year 3's maintained consistent achievement in line with like school

Reading



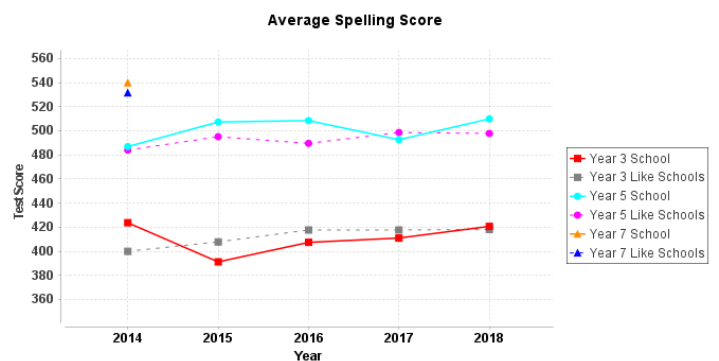
- ◆ Maintained above like schools in Year 3 & 5
- ◆ Stable progress in Year 5
- ◆ Improved achievement from 2016 to 2018 in Year 3 in comparison to like schools (below in Yr 3, slightly above in Yr 5)

Writing



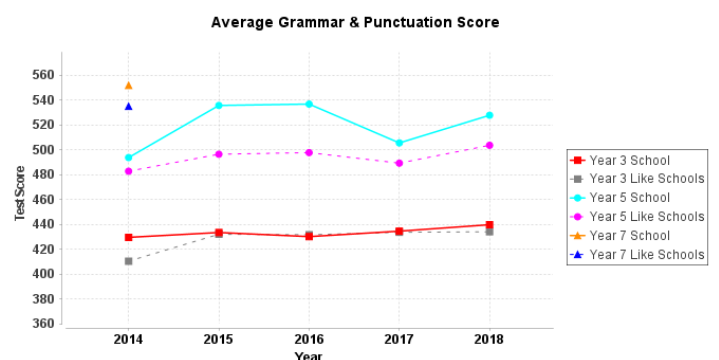
- ◆ Maintained at or above like schools in Year 3 & 5
- ◆ Stable progress in Year 5 and well above like schools
- ◆ Tracked with like schools in Year 3 with lower achievement

Spelling



- ◆ Above or at like schools in Year 3 & 5
- ◆ Rectified the downward trend in Year 5 achievement
- ◆ Year 3 closed the gap to like schools and were slightly above, first time in 3 years.

Grammar & Punctuation

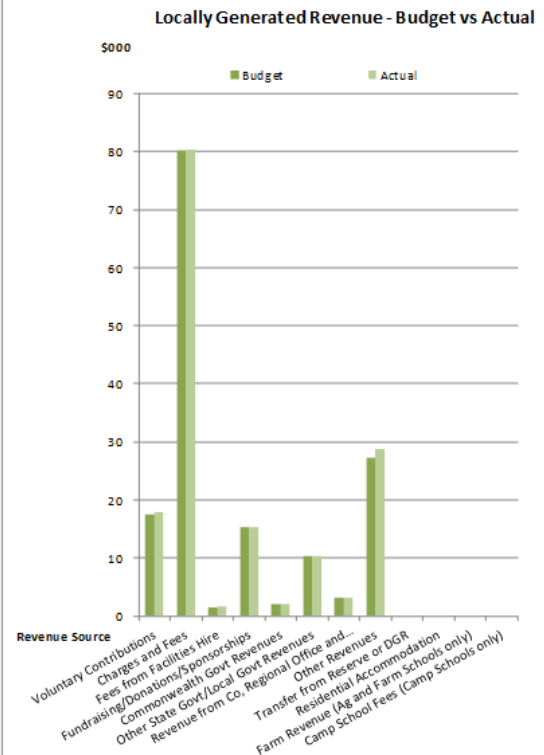
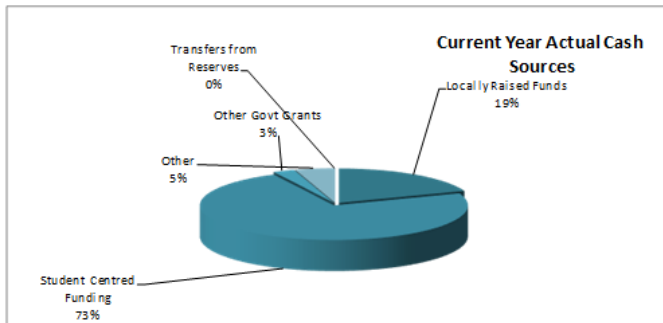


- ◆ Maintained at or above like schools in Year 3 & 5
- ◆ Great progress in Year 5 achievement, widened the gap against like schools
- ◆ Stable achievement in Year 3 in comparison to like schools.

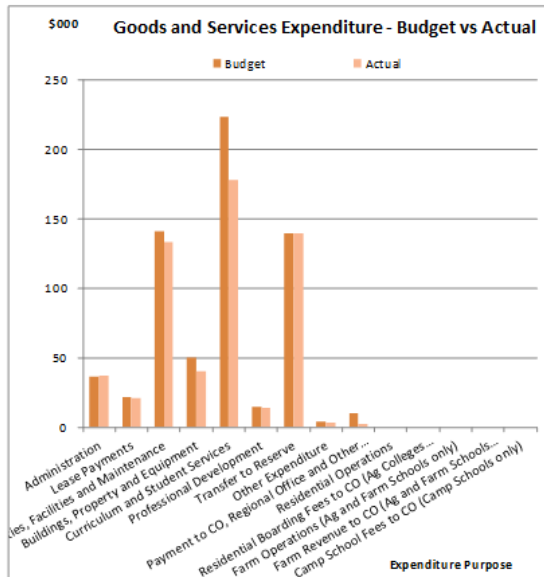
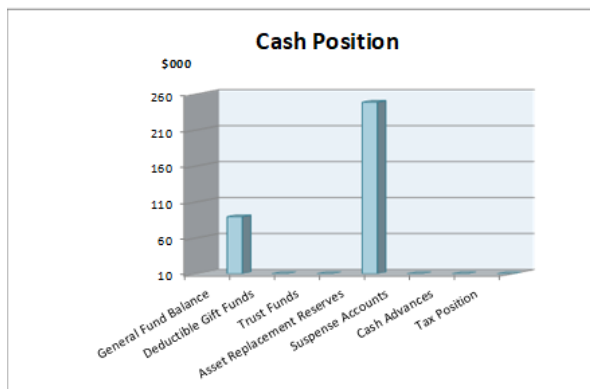
Financials as at 31 December 2018

Albany Primary School

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 17,589.00	\$ 17,839.00
2 Charges and Fees	\$ 80,122.05	\$ 80,271.05
3 Fees from Facilities Hire	\$ 1,434.54	\$ 1,785.45
4 Fundraising/Donations/Sponsorships	\$ 15,380.00	\$ 15,380.00
5 Commonwealth Govt Revenues	\$ 2,080.01	\$ 2,080.01
6 Other State Govt/Local Govt Revenues	\$ 10,363.64	\$ 10,363.64
7 Revenue from Co, Regional Office and Other Schools	\$ 3,077.96	\$ 3,077.96
8 Other Revenues	\$ 27,274.57	\$ 28,729.13
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 157,321.77	\$ 159,526.24
Opening Balance	\$ 58,653.84	\$ 58,653.84
Student Centred Funding	\$ 434,527.81	\$ 436,959.29
Total Cash Funds Available	\$ 650,503.42	\$ 655,139.37
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 650,503.42	\$ 655,139.37



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 36,479.52	\$ 36,910.88
2 Lease Payments	\$ 21,320.00	\$ 20,492.37
3 Utilities, Facilities and Maintenance	\$ 141,000.00	\$ 133,295.44
4 Buildings, Property and Equipment	\$ 50,301.41	\$ 40,179.23
5 Curriculum and Student Services	\$ 223,197.22	\$ 177,373.44
6 Professional Development	\$ 14,429.77	\$ 13,489.86
7 Transfer to Reserve	\$ 139,000.00	\$ 139,000.00
8 Other Expenditure	\$ 3,638.96	\$ 2,732.52
9 Payment to CO, Regional Office and Other Schools	\$ 10,207.50	\$ 2,310.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 639,574.38	\$ 565,783.74
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 639,574.38	\$ 565,783.74
Cash Budget Variance	\$ 10,929.04	\$ -



Cash Position as at:	
Bank Balance	\$ 328,440.23
Made up of:	
1 General Fund Balance	\$ 89,355.63
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 248,555.60
5 Suspense Accounts	\$ 1,060.00
6 Cash Advances	\$ -
7 Tax Position	\$ 8,411.00
Total Bank Balance	\$ 328,440.23

2018 Highlights

- ◆ Independent Public School Status received for 2019
- ◆ Public School Review— Validated as 'Effective'
- ◆ Emu Point Fun Day
- ◆ PBS Expectations defined—show Respect, Include others, be Safe, personal Excellence (RISE)
- ◆ Won the Your Move Awards—Achieve Category
- ◆ Gold Accreditation for Your Move
- ◆ Laptops & Computer purchase
- ◆ Year 6 Rottneest Camp
- ◆ Interschool Athletics Carnival Overall Champion School
- ◆ GRIP Leadership
- ◆ Eagles & Docker Cup
- ◆ NAIDOC Week Celebrations
- ◆ Menang Season Signs design and made
- ◆ Music Festival
- ◆ Colour FunRun
- ◆ \$25,000 Science Grant and building refurbishment

Looking forward ...

Looking forward into 2019 it will be a year filled with consolidation and refinement of Whole School Teaching and Learning Strategies. With the implementation of a Whole School Numeracy approach by the middle of the year. An increased focus on our Case Management students will be a key component of the Professional Learning Communities, to ensure we are value adding to student progress and achievement. In Early Childhood Education we are working towards developing a common language and understanding of 'play based learning' and how we can incorporate more elements into our everyday teaching.

Operating as an Independent Public School in 2019, we will be working with the School Board to raise the governance and profile of the board as well as assuming greater responsibility of our affairs to ensure our decision are based on what suits our students best.

2019 Focus—

From our Public School Review the review team validated our recommendations. Meaning we will also have an additional focus on ;

Relationship & Partnerships— Explore options for contemporary communication processes and technologies with a view to addressing administration work-life balance.

Learning Environments—Use the Reading Recovery Primary Extension program groups to develop school-wide support for students requiring specialist assistance.


Leadership— Continue to build, 'step-by-step', mutually beneficial relationships both internally and external to the school to ensure change is sustainable.


Use of Resources— Continue to monitor the availability of digital learning options with reliable ICT3 support a priority. Build on the workforce profile to develop a comprehensive workforce plan. Review the deployment of Social Disadvantage and Aboriginality funding.

Teaching Quality—Consider widening the scope of standardised testing to augment the evidence base used to map student progress.

Student achievement and Progress— Extend On-entry Assessment Program testing to Years 1 and 2.

Endorsements


Mrs Jayde Hewson


Mrs Julie Brooks