

Albany Primary School Annual Report 2021





Our School

Together our community nurtures diversity and pursues personal excellence to unlock potential.

Albany Primary School has been providing a high quality public education in our community since first established in 1896. Suffolk Street is the third site which we have operated from.

At Albany Primary School we '*Strive to Achieve*' in academic and non-academic domains. We are focused upon every child being able to rise to their potential.

As an Independent Public School, we value the support and contributions of our community. These enhance the work of our dedicated staff, who go above and beyond for our students.

Our School Board remains an integral part of our governance and continues to have a dedicated and strong presence in our community.

The purpose of this report is to inform our school community of the progress we have made towards achieving our targets and goals in the 2021-2024 Business Plan.

Our Values

At Albany Primary School we use the Positive Behaviour Support framework to teach and embed our values.

Positive Behaviour Support is a whole-school framework which helps create a positive learning environment.

Our school values, defined by staff, students and with input from parents, guide the expectations of our school.

These expectations are used to define, teach and reinforce desired student behaviour.

At Albany Primary School, our behaviour expectations are defined through RISE:

Show **R**espect

Include Others

Be **S**afe

Personal **E**xcellence



From the Principal

Whilst 2021 was not the return to normality that many of us hoped for, we were certainly grateful in Albany that life was not impacted severely by the Covid pandemic. With only a few minor disruptions, we were able to continue on with our work at APS and engage our students in another wonderful year of learning.

2021 was an exciting time for us as we entered the first year of our new Business Plan. Our focus upon our three strategic areas of

Successful Students,
Inspired and Capable Staff, and
Enriched Community Partnerships,

will drive our work across the next four years.

A key initiative we have engaged in is the Fogarty Foundation Edvance Program. This is a school improvement program which spans three years and is tailored to individual schools to implement effective and evidence based strategies for improved student outcomes. We commenced core data collection processes and strategic planning, which has set us up well for sustainable change and improvement.

An important goal we achieved was to redefine our moral purpose. A collaborative process was undertaken to bring us to consensus on what drives our work at APS:

*Together our community nurtures diversity and pursues personal excellence
to unlock potential.*

We look forward to building upon our successes over the next exciting year ahead, and consolidating our progress to become and maintain ourselves as a high performing school.

Cathy Willis
Principal

From the School Board

Being on the south coast of WA we have been extremely lucky to have a year without disruption to the school curriculum in 2021. WA's hard border with the rest of the country has meant very low incidence of COVID in our state and no cases in our region so far this year, however we expect that the reopening in 2022 may have some impact next year. How this will look in primary schools won't be clear until then. What is clear is that our students, school staff and parents have been really lucky with how 2021 has panned out, making for a great year. It has been particularly appreciated and noted how our school cleaners have created such a bond with our students due to their increased presence with the extra cleaning requirements.

We give thanks to our 2021 outgoing school board representatives, outgoing Chair Hannah Mackay, Jo Orr and Ben Goldsmith. Your efforts and input have been greatly appreciated over the past few years. The Board is only able to operate successfully thanks to the members who generously give their time and commitment, so thank you also to the current serving board. We also welcome new board members, Jane Stein, Kahlia Ericson, Brooke Boccamazzo and Paul Mackey, who will begin his tenure at the first meeting of 2022.

The Albany Primary School Board is required to meet at least 4 times per year, and this year met a total of 8 times (twice per term). The meeting agendas are set on a needs basis one week prior to each meeting, however they generally cover a cash report review, the principal's report and any general business arising. In addition the board has also covered:

- The amendment and approval of the APS 2021-2024 Business Plan.
- Looking at the various strategies included in the new business plan with presentations from staff on sustainability, staff wellbeing and early intervention education programs that have been introduced at school.
- The principal and key staff updates on the Fogarty EDvance School improvement program that Albany Primary School is participating in over the next few years.
- A recent overview of the 2021 NAPLAN data which shows an overall positive result for the school, despite the challenges of having no data from 2020.
- Suggested updates to the school website to encompass all updated school policies and procedures.

The board has had a very productive 2021 and look forward to 2022, being the 20th Anniversary of Albany Primary School in its current location. Term 2 will also bring our Public School Review.

Thanks to all our board members for your continued commitment.

Brad Smithson,
School Board Chair



Our Staff



All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board of Western Australia.

The school is able to engage in the School National Chaplaincy Program, in association with Youth CARE, through the use of targeted funding from the following initiatives:

- In School State Funded Chaplaincy Program
- National School Chaplaincy Program

The Universal Access to Early Childhood Education Funding allows for the continuation of a 15 hours per week Kindergarten program.



| | No | FTE | AB'l |
|----------------------------|----|------|------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Deputy Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 1 | 1.0 | 0 |
| Teaching Staff | 27 | 22.5 | 0 |
| Total Teaching Staff | 28 | 23.5 | 0 |
| School Support Staff | | | |
| Clerical/Administrative | 3 | 2.9 | 0 |
| Instructional Staff | 1 | 0.4 | 1 |
| Gardening/Maintenance | 1 | 0.6 | 0 |
| Other Non-Teaching Staff | 8 | 5.7 | 1 |
| Total School Support Staff | 14 | 9.6 | 2 |
| Total | 45 | 36.1 | 2 |

Student Numbers

As at Semester 2, 2021

| Primary | Kin | PP | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|-----------|------|----|----|----|----|----|----|----|-------|
| Full Time | (15) | 49 | 54 | 57 | 58 | 61 | 62 | 59 | 415 |
| Part Time | 30 | | | | | | | | |

Note: The Kindergarten Full Time student figure represents the Full Time Equivalent of the Part Time students.

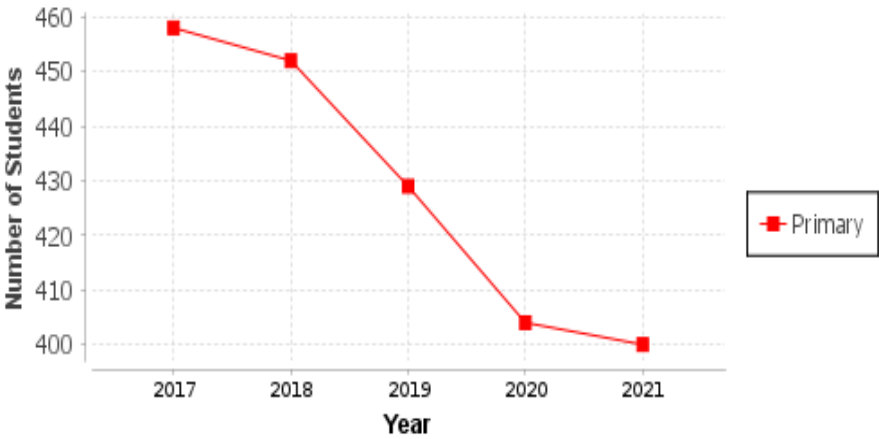
| | Kin | PP | Prim | Total | | Kin | PP | Prim | Total |
|--------|-----|----|------|-------|----------------|-----|----|------|-------|
| Male | 20 | 22 | 163 | 205 | Aboriginal | 1 | 1 | 10 | 12 |
| Female | 10 | 27 | 188 | 225 | Non-Aboriginal | 29 | 48 | 341 | 418 |
| Total | 30 | 49 | 351 | 430 | Total | 30 | 49 | 351 | 430 |

Historical Data

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------|------|------|------|------|------|
| Primary (excluding Kin) | 458 | 452 | 429 | 414 | 400 |



Semester 2 Student Numbers



Destination Schools

Year 6 destination schools for the 2021 cohort.

| Destination Schools | Male | Female | Total |
|---|------|--------|-------|
| Albany Senior High School | 25 | 19 | 44 |
| North Albany Senior High School | 4 | 2 | 6 |
| Albany Secondary Education Support Centre | 1 | | 1 |
| Great Southern Grammar | 1 | | 1 |
| Karratha Senior High School | 1 | | 1 |
| St Joseph's College | 1 | | 1 |



APS held its first Ninja Championship in 2021 after students learned new skills in Physical Education. Albany's own Tradie Ninja, Sam Goodall, came along to help Mr Carron judge and award prizes.



Attendance

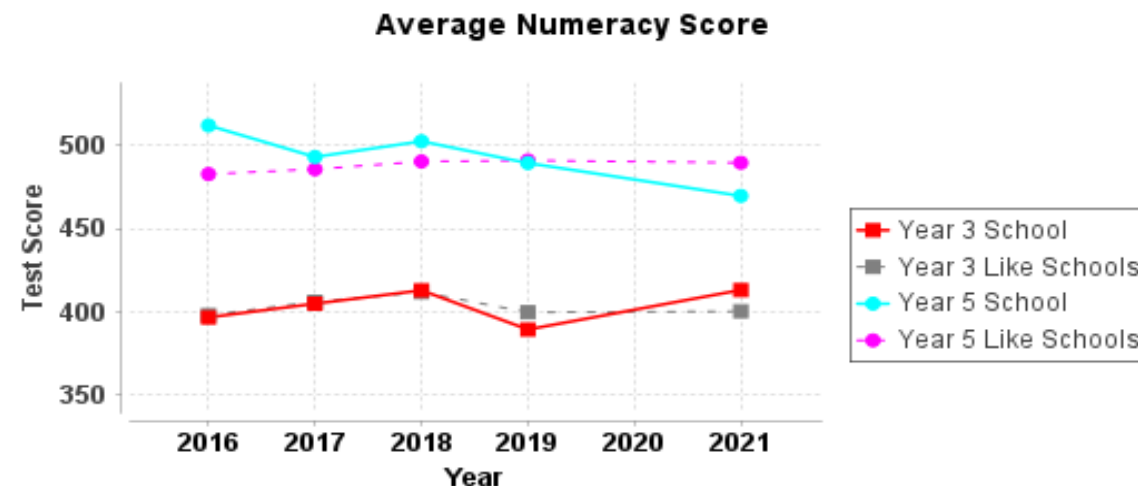
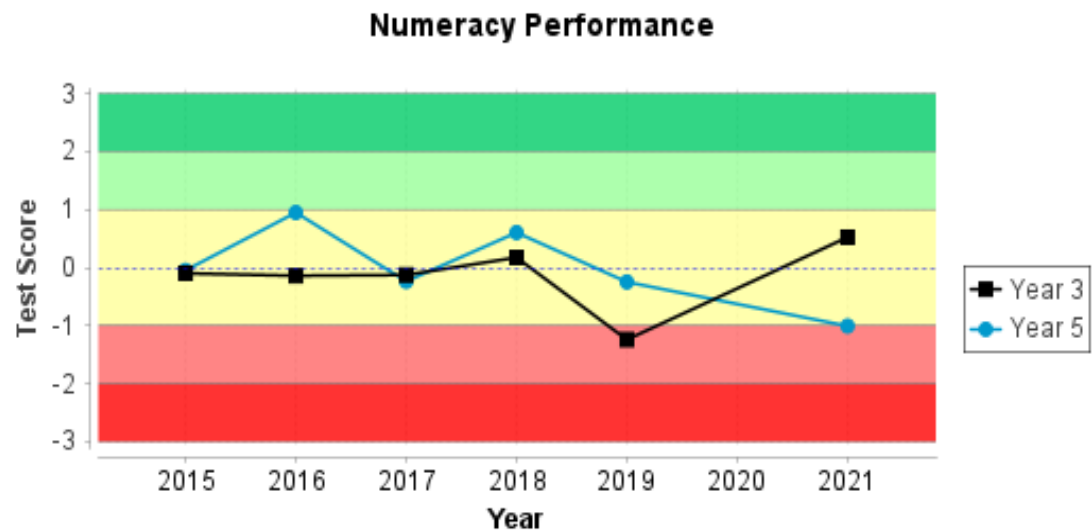
| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|-------------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2019 | 93.1% | 92.7% | 92.7% | 87.1% | 87.2% | 79.5% | 93% | 92.6% | 91.6% |
| 2020 | 94.5% | 93.3% | 93.2% | 89% | 84.1% | 77.6% | 94.4% | 93% | 91.9% |
| 2021 | 92.7% | 92.4% | 92.4% | 79.6% | 84.9% | 76.8% | 92.3% | 92.1% | 91% |

| | Attendance Category | | | |
|--------------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2019 | 75.7% | 19.0% | 4.3% | 0.9% |
| 2020 | 83.1% | 12.1% | 4.5% | 0.2% |
| 2021 | 76.4% | 17.7% | 4.7% | 1.2% |
| Like Schools 2021 | 73.3% | 20.6% | 4.9% | 1.1% |
| WA Public Schools | 71.0% | 19.0% | 7.0% | 3.0% |

Attendance rates continue to be comparable or better than Like Schools and WA Public Schools.

We will continue our case management approach for students and families who require support with improved attendance.

NAPLAN Summary 2021



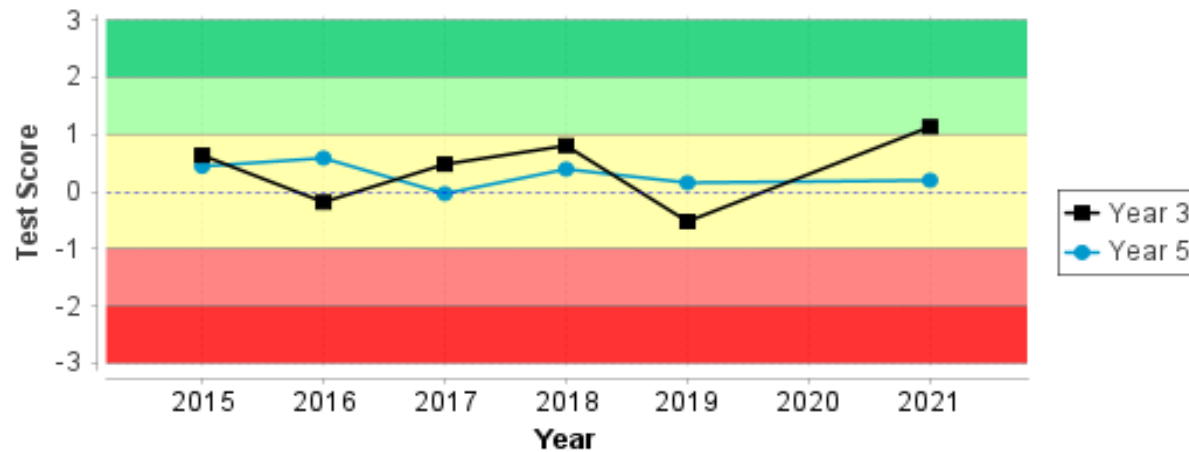
Year 3 Numeracy performance improved significantly from 2019 to 2021. Additionally, the Year 3 group performed above like schools for the first time. Year 5 data has continued to worryingly decline longitudinally, and this cohort is now performing below like schools.

Planned Actions for 2022:

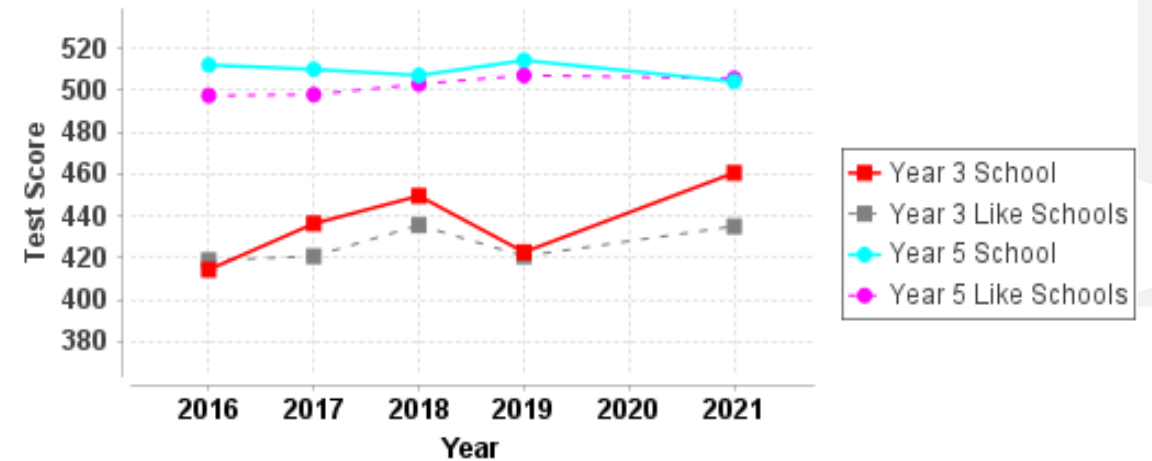
- ❖ Implement a whole school instructional model based upon evidence and research. This will ensure that best practice teaching is utilised in Mathematics lessons and follows a common approach in all classrooms.
- ❖ Implement a whole school Mathematics program to ensure continuity of concepts, skills and vocabulary. This will enable staff to focus upon the instructional model being implemented, whilst being assured of the quality of content being delivered.

NAPLAN Summary 2021

Reading Performance



Average Reading Score



Year 3 performance has improved significantly since 2019 assessments and is seen “Above Expected Achievement” for the first time. This is also evident in the comparison to like schools.

Year 5 data is flat and shows no significant improvement or decline. Year group data has dropped slightly below like schools for the first time.

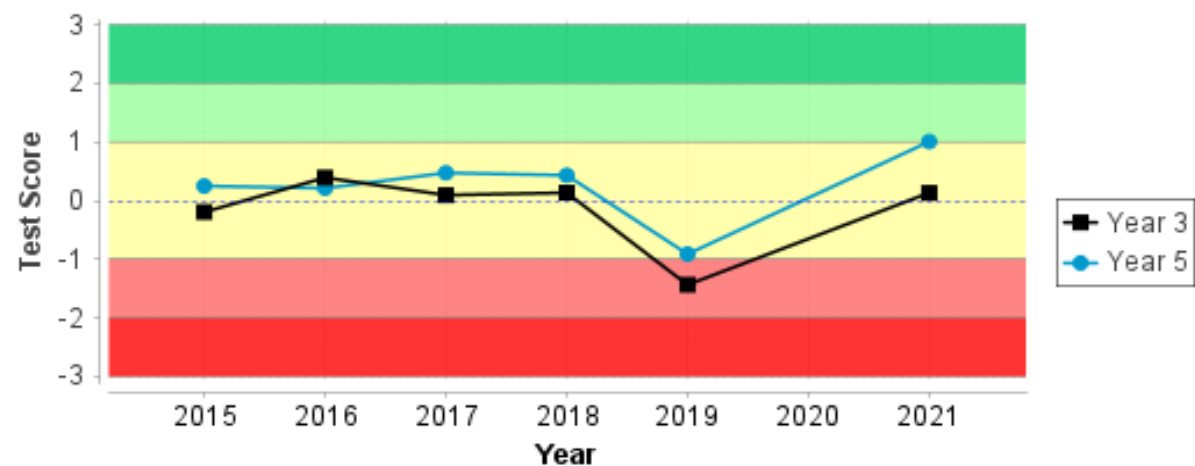
Planned actions for 2022:

- ❖ Implement a whole school instructional model based upon evidence and research. This will ensure that best practice teaching is utilised in Reading lessons and follows a common approach in all classrooms.
- ❖ Train staff in the 5 essential elements of Reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Provide support to implement these in the classroom.

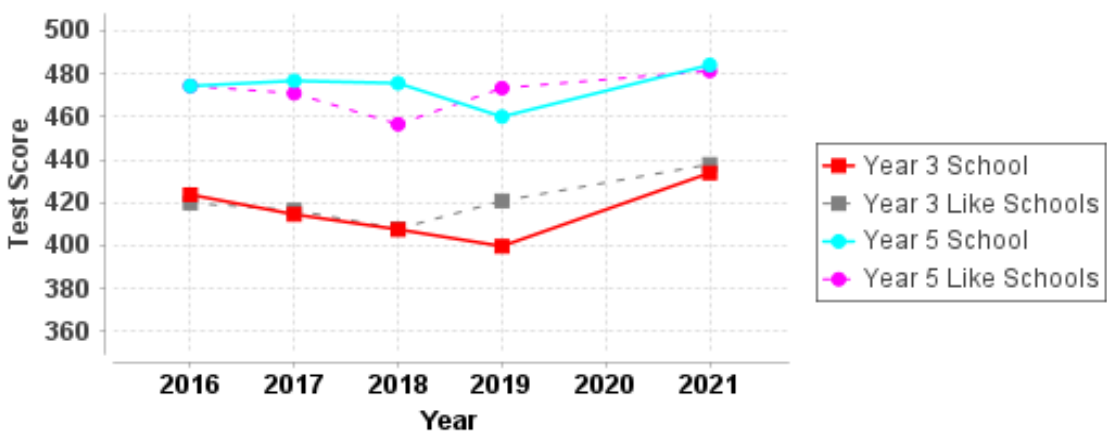
NAPLAN Summary 2021



Writing Performance



Average Writing Score



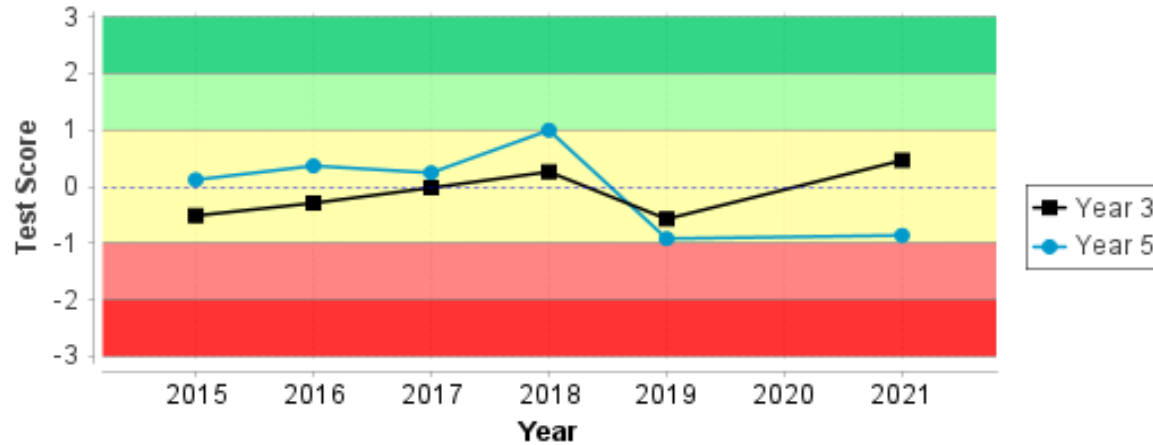
Both Year 3 and Year 5 Writing have improved significantly. It is very pleasing to see the close achievement to like schools. This data can be attributed to the strategic focus upon Writing over the past four years and the implementation of the Talk 4 Writing program.

Planned Actions for 2022:

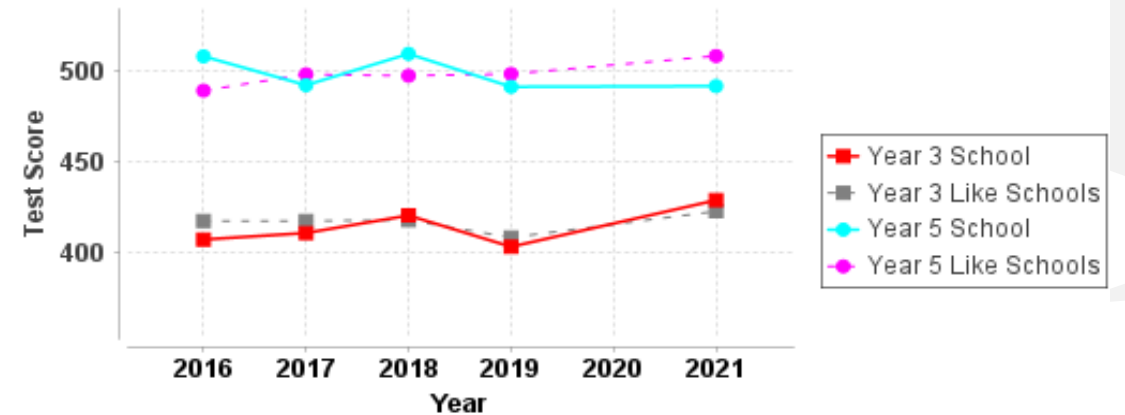
- ❖ Review the school scope and sequence for Writing and ensure fidelity of implementation.
- ❖ Train and support new staff in the use of Talk 4 Writing.
- ❖ Ensure Talk 4 Writing is being used across K-6 and provide additional professional learning for staff.

NAPLAN Summary 2021

Spelling Performance



Average Spelling Score



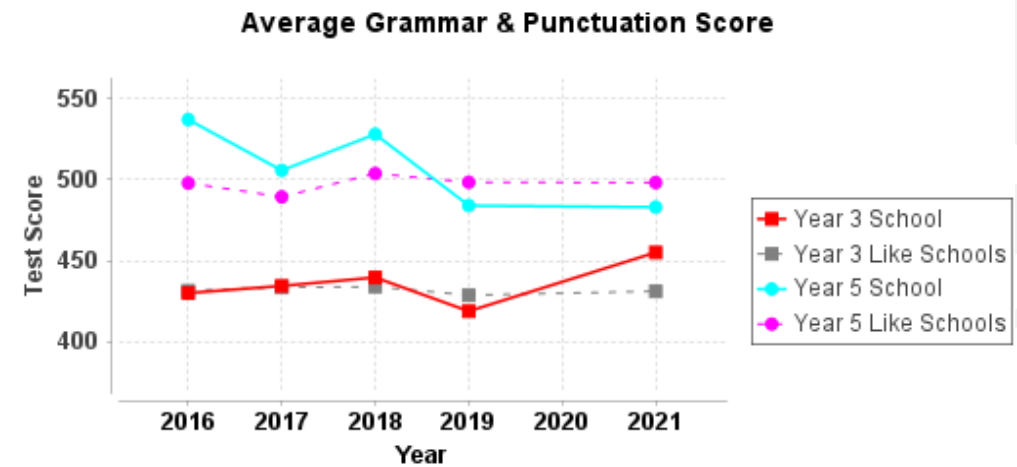
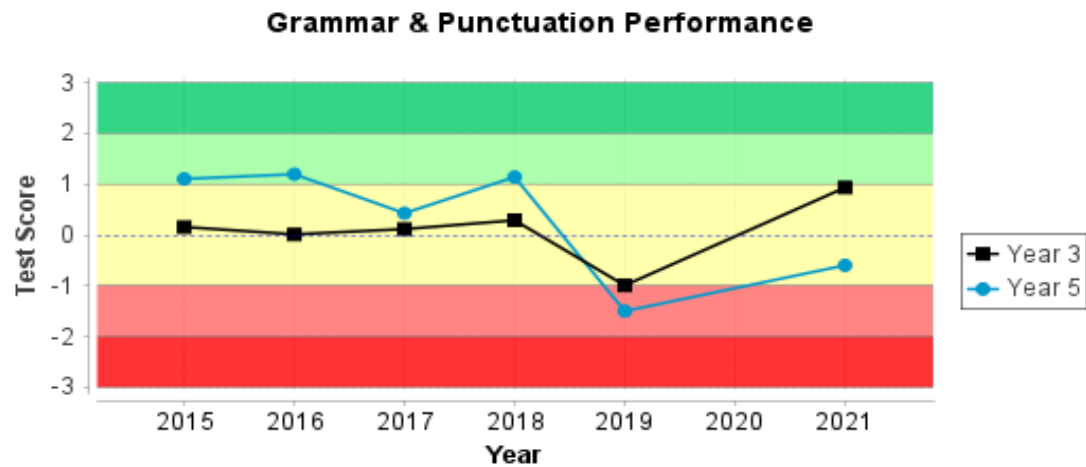
Year 3 performance has improved significantly since 2019 assessments and is seen “Above Expected Achievement” for the first time. This is also evident in the comparison to like schools. This can be linked closely to the implementation of the Letters and Sounds program for K-2, commencing in 2017.

Year 5 data is flat and shows no significant improvement or decline. Year group data has dropped slightly below like schools for the first time.

Planned actions for 2022:

- ❖ Develop/review the K-2 and 3-6 expectations for phonics and spelling instruction.
- ❖ Ensure the fidelity of the APS scope and sequence for phonics instruction.

NAPLAN Summary 2021



Year 3 and 5 performance shows a significant improvement since 2019 testing. Year 3 shows a very good comparison to like schools whilst Year 5 is still performing below. However, the Year 5 cohort is no longer performing in the “Below Expected Achievement” zone.

Planned actions for 2022:

- ❖ Continue to ensure the implementation of the APS scope and sequence in Punctuation and Grammar.

Review of Business Plan Targets

- 1. Maintain whole school attendance rates to be at or above like schools. **Achieved**
- 2. Raise and maintain the NAPLAN achievement of Year 3 students to be equal to or above that of like schools in:
 - Grammar & Punctuation **Achieved**
 - Reading **Achieved**
 - Writing **Not Achieved**
 - Spelling **Achieved**
 - Numeracy **Achieved**
- 3. Raise and maintain the NAPLAN achievement of Year 5 students to be equal to or above that of like schools in:
 - Grammar & Punctuation **Not Achieved**
 - Reading **Not Achieved**
 - Writing **Achieved**
 - Spelling **Not Achieved**
 - Numeracy **Not Achieved**

Planned Actions:

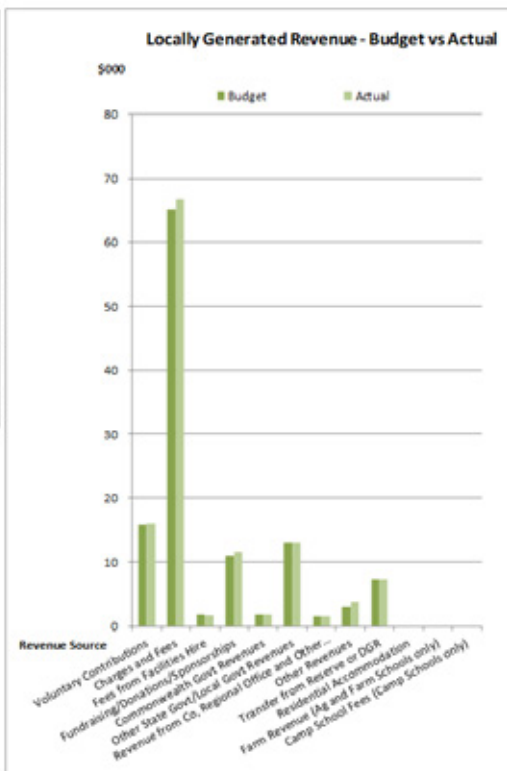
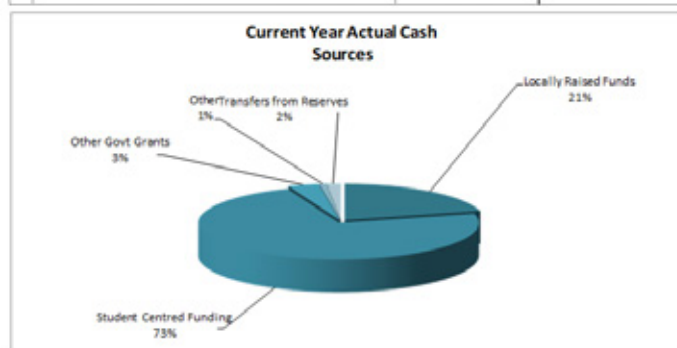
- Implement a whole school, evidence based instructional model. Provide staff with training and support to ensure the fidelity of this model.
- Establish a resource back to support implementation of the instructional model.
- Implement a whole school Mathematics program to ensure continuity in content and allow teacher to focus on the instructional model.
- Embed the Big 5 of Reading (phonemic awareness, phonics, fluency, comprehension and vocabulary) across K-6 using the instructional model.
- Utilise the expertise of two Instructional Coaches to assist staff in the implementation and change towards the whole school instructional model, Mathematics program and Reading lesson format.

| Year 3 | School | Like Schools |
|----------|--------|--------------|
| G&P | 455 | 431 |
| Reading | 461 | 435 |
| Writing | 434 | 438 |
| Spelling | 429 | 423 |
| Numeracy | 413 | 401 |

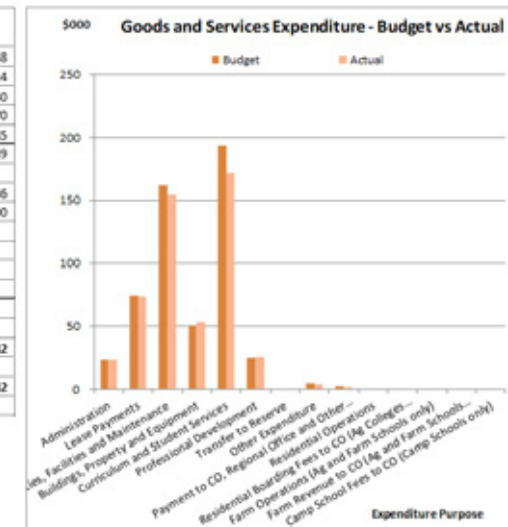
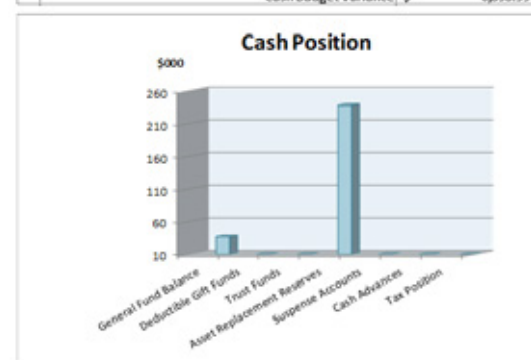
| Year 5 | School | Like Schools |
|----------|--------|--------------|
| G&P | 483 | 498 |
| Reading | 504 | 506 |
| Writing | 484 | 481 |
| Spelling | 492 | 509 |
| Numeracy | 470 | 490 |

Financial Statement as at 31 December 2021

| Revenue - Cash & Salary Allocation | Budget | Actual |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 15,850.00 | \$ 15,925.00 |
| 2 Charges and Fees | \$ 65,074.77 | \$ 66,760.65 |
| 3 Fees from Facilities Hire | \$ 1,800.00 | \$ 1,636.36 |
| 4 Fundraising/Donations/Sponsorships | \$ 10,972.70 | \$ 11,652.95 |
| 5 Commonwealth Govt Revenues | \$ 1,849.58 | \$ 1,849.58 |
| 6 Other State Govt/Local Govt Revenues | \$ 13,000.00 | \$ 13,000.00 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 1,535.68 | \$ 1,535.68 |
| 8 Other Revenues | \$ 2,994.47 | \$ 3,711.15 |
| 9 Transfer from Reserve or DGR | \$ 7,310.00 | \$ 7,310.00 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 120,387.20 | \$ 123,381.37 |
| Opening Balance | \$ 84,951.99 | \$ 84,951.99 |
| Student Centred Funding | \$ 334,744.32 | \$ 334,744.32 |
| Total Cash Funds Available | \$ 540,083.51 | \$ 543,077.68 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 540,083.51 | \$ 543,077.68 |



| Expenditure - Cash and Salary | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 23,013.20 | \$ 23,367.58 |
| 2 Lease Payments | \$ 73,945.00 | \$ 73,196.14 |
| 3 Utilities, Facilities and Maintenance | \$ 161,158.87 | \$ 154,188.40 |
| 4 Buildings, Property and Equipment | \$ 50,088.64 | \$ 53,151.70 |
| 5 Curriculum and Student Services | \$ 193,128.03 | \$ 171,797.65 |
| 6 Professional Development | \$ 24,845.96 | \$ 25,258.49 |
| 7 Transfer to Reserve | \$ - | \$ - |
| 8 Other Expenditure | \$ 4,914.82 | \$ 3,848.46 |
| 9 Payment to CO, Regional Office and Other Schools | \$ 2,090.00 | \$ 1,870.00 |
| 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 | \$ 533,184.52 | \$ 506,678.42 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 533,184.52 | \$ 506,678.42 |
| Cash Budget Variance | \$ 6,898.99 | |



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 270,462.53 |
| Made up of: | |
| 1 General Fund Balance | \$ 36,399.26 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 238,245.60 |
| 5 Suspense Accounts | \$ 2,883.67 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (7,066.00) |
| Total Bank Balance | \$ 270,462.53 |

