Albury Public School
Annual School Report 2013
School context

Albury Public school is located in the CBD of Albury and it is one of the largest primary schools in the Riverina Region. The school was established in 1850 and continues to be held in high esteem by the Albury community. Our enthusiastic and dedicated teaching staff are a mix of experienced teachers and younger temporary teachers. They are strongly committed to high student expectations, personal excellence and quality teaching practices. Albury Public School strives to ensure each child achieves their potential in academic, social and physical pursuits.

Principal’s message

The Annual School Report is always the time for reflection on our achievements and 2013 has been another significant and successful year for Albury Public School. It has been a year of numerous highlights and successes of which the whole school community can feel justifiably proud. Some of these highlights and results will be outlined in this report.

Students at Albury Public School are given the opportunity to develop their academic, social, creative and sporting skills through many quality teaching and learning experiences. They are recognized and congratulated for the enthusiasm and pride they continue to display in all aspects of school life when meeting and achieving these challenges.

The students also take part in many charity and community events throughout the year and are always wonderful ambassadors for our school.

Many of the programs offered at Albury Public School would not be possible without the dedication of staff, support of parents/carers and the funding provided by the P & C.

I would like to sincerely thank all the students, staff, parents/carers and community members who make Albury Public School such a successful and great school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Carolyn Howard (Relieving Principal)

P & C message

2013 was another successful year for Albury Public P & C. Our numbers at meetings were small but we had the wonderful task of deciding how the funds raised at the 2012 Family Fun Fair could be used to further enhance our children’s Albury Public experience.

Working with staff requests and ideas, we were able to allocate significant funds towards the purchasing of new library and in-class resources, which will be enjoyed by all year levels and enrich our children’s learning. I hope everyone has been able to enjoy the new, upgraded sound system in the school hall and have seen the very colourful ‘tear drop’ house and school banners.

The environment committee has continued to create the vision of our environment plan. 2013 has seen the expansion of the vegetable beds, with a new area in the West Block being established. A sensory garden in the front of the Manor has been planted and we have received a cultural grant which will supplement the creation of an Indigenous garden in the front of the Annexe.

A major purchase of the P & C was a shipping container/storage unit which has helped free up space in the school gymnasium.

Our fundraising for the year has had terrific support from many, with the Election Day BBQ and cake stall a great example of how successful an event can be with support of the school community.

Buddy classes planting seedlings

I would like to thank our Relieving Principal, Ms Carolyn Howard, our Relieving Deputy Principal,
Mrs Gail Eckley and our Assistant Principals for supporting our monthly meetings and keeping us informed about both internal school happenings and how external factors such as State and Federal funding, Gonski recommendations, and the National curriculum will impact APS.

My thank you list would be long if I named everyone who has contributed to our school working bees, fundraising events, and committees, so please accept one big thank you for all your efforts. I would like to make special mention to the people who have helped to coordinate P & C committees and events this year. Our executive: Carolyn O’Dwyer (secretary), Kate Preston (Treasurer), Wayne Nagle (Vice President), Cathy Baillie (Vice President), Lou Newman (Environment), Brooke Bowler (Canteen Convenor), Kim Porta (Canteen Treasurer), Narelle Tuksar (Canteen Secretary), Jacqui Vaughan (Canteen Advisor), Kerry Van Zanten (Fundraising and Parent Network) and Carolyn Gillard (School Bag Coordinator).

I would also like to thank:

- Barb Gould for her tireless efforts in supporting school events and fundraising and investigating the Ethics Program;
- Kerry Van Zanten for her enormous efforts with Mother’s Day and Father’s Day stalls and organising the class parent network;
- Lou Newman and Kate Preston for their impressive ability to secure grants to supplement our environmental projects and the very tasty Mango Drive; and
- Tiana Johannis for coordinating the Earn and Learn voucher scheme.

I hope that we will see a lot of new faces at our 2014 meetings so that we can continue the success of our P & C.

Marie Bucher - P & C President

Student representative’s message

As school captains of 2013 we would like to proudly present a report of the year.

We would like to thank the teachers and students for electing us into our leadership positions. We would also like to thank the councillors for their amazing work and helpfulness throughout the year.

Every Tuesday the councillors and Miss Brooker attended a meeting to plan and discuss the weekly and term’s events.

Each term the councillors created a flag roster as it was our responsibility to raise them in the morning and take them down in the afternoon.

In Term 1, our first fundraiser for the year was Crazy Hair Day. We raised money for the Leukaemia Foundation. The Term 2 fundraiser was the Pinch of Purple Day. We also sold butterfly badges for the fundraiser. All funds were donated to the Deaf Foundation. In Term 3, we organised The Great Book Swap which raised money for the Indigenous Literacy Foundation. With assistance from the P & C we were also able to run a Father’s Day stall and Mother’s Day stall.

One community event we attended was the Anzac Day March where we marched along Dean Street and laid a wreath at Monument Hill. We also had a lot of community events such as supporting the Blueearth program and the Remembrance Day ceremony at QEII square.

Some student councillors on Remembrance Day

Part of our councillor duties was running two assemblies each term, as well as presenting a school report at every weekly assembly.

As councillors, we have been assigned a 2014 councillor as part of a new transition program at Albury Public School. This will teach them about their future responsibilities and what is expected of them.

We would like to thank Miss Brooker, who has helped and led us throughout the year. We would also like to thank Miss Glenane for attending meetings and assisting Miss Brooker in leading us.

All the councillors have had a fantastic year representing our school, not only in public but in
the playground as well. We all have fond memories of our time leading the student body, and we could not have had a better final year at Albury Public School.

Bella Campbell and Wendell McFarland
2013 School Captains

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Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
At the commencement of 2013 twenty-three classes were formed with a total enrolment of 587 students.

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Student attendance profile

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Management of non-attendance
Teachers monitor the attendance of all students and follow up if suitable explanations are not provided.

Albury Public School uses electronic roll marking procedures. This allows us to monitor attendance closely, in conjunction with the monitoring during Home School Liaison Officer visits. Students are encouraged to attend regularly and the importance of good attendance is stressed.

Students identified with attendance concerns are referred to executive staff and following discussion with parents and care-givers, are placed on a support program.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school was provided with a staff allocation as indicated in the table below. There were no staff retirements. One teacher received a promotion and that position was filled by merit selection.

The school has a full time School Administration Manager, two School Administration Officers and a General Assistant. Six School Learning Support Officers (SLSOs) are also employed throughout the week to assist students in classrooms.

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Primary Part-Time Teacher</td>
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<td>Primary teacher RFF</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>35.025</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The school had no Aboriginal personnel employed in 2013.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

Income

<p>| | |</p>
<table>
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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

Teaching & learning

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<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>52473.15</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>795491.85</td>
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</table>

Income

|                                    | 279945.72|

The school musical and lapathon were both held in 2013 which increased the fundraising monies significantly. The school also received a donation of $10300 from the SS & A Club for the Bluearth physical education program. Funds were carried over to 2014 for a shade sail over the new sandpit and a verandah in front of the Kindergarten building.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Albury Public School provides a quality and enriched curriculum. We strive to meet the needs of all students, to enable each one to meet their potential.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and
Numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

62.3% of Year 3 girls are in the top two bands in reading compared to 46.6% of the state. Only 7% of Year 3 students are in the bottom two bands compared to 12.5% of the state.

100% of Year 3 students are achieving at or above the minimum standards in grammar and punctuation. No students are in the bottom band.

Our Year 3 boys are 20 scale scores below state average in the test aspect of writing. Only 6.3% of our Year 3 students are in the top band for writing compared to 17.2% of the state. This area will be addressed in 2014.
NAPLAN Year 3 – Numeracy

99% of Year 3 students achieved at or above the minimum standard in numeracy. There is the same percentage of students in the top two bands in numeracy as the state average.

NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

100% of Year 5 students are achieving at or above the minimum standards in reading. There are no students placed in the bottom band.

Only 10% of Year 5 students are in the two top bands in writing compared to 7.4% of the state.

Only 11.6% of Year 5 students are in the bottom two bands in spelling compared to 13.6% of the state.
Trend data shows our Year 5 students’ results in grammar and punctuation are above state average.

NAPLAN Year 5 – Numeracy

95% of Year 5 students achieved at or above the minimum standard in numeracy. Results show our Year 5 students are stronger in the data, measurement and geometry strands than the number and algebra strand.
Competitions

In 2013 we received excellent results in the International Competitions and Assessments for Schools (ICAS) conducted by the University of NSW. Assessments were completed in mathematics, science, writing, spelling, English and computer skills.

ICAS Computer Distinction: Alex Balbao and Luca Lamond

ICAS Science Distinction: Lillian Eggleton, Darcy Power, Joshua Green, Matthew Brownbill, Nick Hobbs, Scott Howsam and Luca Lamond

ICAS English Distinction: Grace McGarvie, Callum Bruce, Tom Grigg, Felix Baker, Poy Buakaeo and Johanna Ratnik

ICAS Mathematics Distinction: Jessica Kemp, Elinor McGarvie, Ryan Yensch, Ian Howsam, Thomas Hyman, Joshua Green, Tobias Lewis, Matthew Brownbill and Scott Howsam

ICAS Spelling Distinction: Milisa Milanovic, John Kean, Zahra Azyyati, Josuah Green, Ziggy Lamond, Emily Wills, Eve Zawertailo and Myles Hanrahan

ICAS Writing Distinction: Alanah Kilo, Emily Wills, Eve Zawertailo and Tom Grigg.

ICAS Writing High Distinction: Milisa Milanovic

Other achievements

Arts

On 27 and 28 August Albury Public School students performed the biennial school musical at the Albury Entertainment Centre.

The 2013 musical was an adaptation of the fairy tale Snow White. Although perhaps not what the Brothers Grimm intended, the story however remained true to ‘Happily Ever After’.

All students, Kindergarten to Year 6, performed in the 80 minute performance. There were 17 character roles, 14 members of the Senior Choir and a dance troupe of 14 performers. Two classes combined to perform an item and the entire student body performed the finale.

Snow White and Prince Charming

The play was adapted into a Bollywood Style. The costumes, thanks to staff members and parent helpers, were spectacular with bright swirling patterns and movements true to Bollywood style.

The cast was well rehearsed and executed their roles highly professionally. The dance sequence celebrating Snow White’s wedding was choreographed by Hattie Evans, a Year 5 student.

The performance was very well received and many students thought it was one of the most enjoyable musicals Albury Public School has produced.

Aylish Jorgensen and Johanna Ratnik performed in the Riverina Central Choir at the 2013 Schools Spectacular at the Sydney Entertainment Centre. Aylish was also successful in gaining the cello soloist role at the Festival Of Instrumental Music held at the Sydney Opera House. This was an outstanding achievement.
Seven girls were selected to perform as part of the Riverina Dance Ensemble at the State Dance Festival in Sydney. This was a wonderful experience for them.

Both school choirs performed well at the 2013 Albury/Wodonga Eisteddfod. The Junior Choir received 2nd place and the Senior Choir was Highly Commended. The Junior Choir also impressed the audience with their wonderful performance at the Regional School And Support Staff (SASS) Conference held in Albury.

Students were offered the opportunity to participate in the weekly ‘Kids on Keyboards’ lessons. This program was provided by a private music teacher two mornings before school.

Sport

2013 was another successful sporting year for Year 3-6 students at Albury Public School. Students were selected in teams in a variety of sports at regional and state levels. These included: athletics, Australian Rules football, basketball, cricket, cross-country running, hockey, netball, soccer, softball, swimming, water polo, diving, dance ensemble, tennis and golf.

Twenty six students represented the Riverina Region in one sport and nine students represented the region in two sports. Willson Mack represented the Riverina Region in three separate sports, swimming, AFL and cricket.

Burkeley Macfarlane represented the state at the national level in AFL.

In Terms 2, 3 and 4 Albury Public School students participated in the Albury PSSA interschool competition. The school fielded both junior and senior teams in all sports offered: AFL football, soccer, netball, hockey, softball, T-ball and cricket. Our teams performed well in all competitions, displaying sportsmanship and improving skills and teamwork.

Sixty three of our students competed at the District Athletics Carnival. From there nineteen students represented the Albury district at the Regional Athletics Carnival. Four students were selected from the Riverina carnival to represent the Riverina Region at the State Carnival in Sydney. These students were Bailey Clemson, Natalie Gibbons, Charlie Hargreaves and Will Haberfield.

Our school continued to produce wonderful results in the pool. Twenty nine of our students qualified for the District Swimming Carnival, and twenty four competed at the regional carnival. A team of eighteen students competed at state level representing the Riverina region.

Competitors at the swimming carnival

Thirty seven of our students represented the school at the District Cross Country Championships; eight were then selected to represent the Albury District at the Regional Championships. Johanna Ratnik was selected to represent the Riverina Region at the State Carnival.

Students’ skills were improved due to many in-school clinics being conducted throughout the year. Experts in sports such as AFL football, cricket, and rugby-union visited the school.

The House Captains and Vice-Captains hosted special sports assemblies throughout the year. Students who had shown exemplary behaviour in their participation in school and PSSA sport and those who successfully represented Albury District, were recognised with awards.

The younger students of our school had an exciting day full of activity at the annual K-2 Sports Day in Term 2. Despite some inclement weather, the students were still able to complete a variety of tabloid activities and participate in age races. The day was such a success due to the large number of parents and carers who led the tabloid activities and the good sportsmanship displayed by our students.
Year 2 and 3 students and selected Year 4 to 6 students attended the Intensive Swimming School for two weeks. This was held late Term 4 at the Albury Swim Centre.

**Excursions**

In 2013 students in Years 3-6 were given the opportunity to attend various overnight school excursions. Year 3 visited the Wymah Resort, Year 4 - the Borambola Sport and Recreation Camp outside Wagga Wagga, Year 5 - Melbourne, Ballarat and Bendigo and Year 6 visited attractions in Canberra. All excursions were very successful and venue operators recognised the outstanding behaviour of our students.

Kindergarten to Year 6 Classes also enjoyed many specific local excursions including the Albury Library Museum, the Art Gallery, the Albury Police Station, Wirraminna Education Centre at Burrumbuttock, Wonga Wetlands and various venues in Beechworth.

**Technology**

2013 was another year in which the increasing use of technology further enhanced student learning in all Key Learning Areas.

All classes have access to Interactive Whiteboards (IWBs) in their classrooms. A new IWB was purchased for the Castle computer lab. Banks of laptops for each building and a number of iPads were purchased with lapathon funds.

All buildings, including the hall, had wireless connectivity installed. A new sound system was also installed in the hall.

During the year students enjoyed increased access to Virtual Excursions and Video Conferencing with other schools in the State.

**Other**

Two students, Ziggy Lamond and Ellie Zilberman were awarded Highly Commended awards in the ‘Write Around The Murray’ Nano Story Writing Competition.

Four students, Grace McGarvie, Zahra Azyyati, Skyla Azzi and Meg Paterson represented our school at the Regional Finals of the Premier’s Spelling Bee.

Karlie Travassaros won the Senior Division of the Albury District Multi-Cultural Public Speaking Competition and represented the District at the Riverina Finals.

**Significant programs and initiatives**

**Learning community**

This innovative educational initiative commenced in 2013. The Crossing Point Learning Community consists of Albury Public School, Albury West Public School, Howlong Public School and our local high school Albury High School. The Learning Community provided the opportunities for: a combined School Development Day for the staff from all four schools that focused on 21st Century learning and the effective use of the literacy continuum; and extensive transition activities for students entering Year 7 in 2014.

**Transition to school and linkages programs**

Transition programs for 2014 Kindergarten students from pre-schools and the Year 6 students attending Albury High School were enhanced by extra activities, including those provided in the Crossing Point Learning Community.

- Pre-schoolers attended a Kindergarten Orientation program at the beginning of Term 4 over three consecutive weeks. The children attended school one day a week and experienced different aspects of school life. A parent information night was held at the end of Term 3;

- The Year 6-7 Transition program involved Year 6 students attending Albury High School at various times throughout the year. Extra sessions were accessed by selected students. The Year 7 advisor also visited the school and provided science experiments. The students developed a
rapport with their Year 7 advisor and knowledge of key scientific knowledge.

Bluearth

In 2013 five classes and their teachers commenced the Bluearth program which was subsidised by the SS&A Club. Students participated in fortnightly lessons to engage them in movement and develop a lifelong love of physical activity and improved social skills. All K-6 staff also participated in professional learning sessions provided by the program facilitator.

Learning assistance support

Students are provided learning support in a variety of ways throughout their schooling. In 2013 two Learning and Support teachers supported students and staff. The Learning Support Team worked closely with the School Counsellor to prioritise needs and many new initiatives were explored. It met at lunchtime every Thursday. Some of the targeted support included:

- Early intervention support for a group of Kindergarten students in the areas of gross and fine motor skills;
- Coordination and implementation of the ‘Reading for Life’ volunteer program provided by Learning Links. Ten Year 10 Albury High School students worked with selected Year 3 and 4 students once a week for fifteen weeks. Pre and post program testing was conducted by the Learning Links personnel, providing feedback to parents and teachers. Pleasing improvements in reading accuracy, comprehension and attitude towards reading was noted;
- Small group in-class support for students in literacy and numeracy;
- Personal development groups for identified students. These included ‘What To Do When You Worry Too Much’ and ‘What To Do When Your Temper Flares’ programs, a social skills and leadership group.
- Collaborative planning and provision of resources to teachers as required;
- Development of behaviour and Individual Learning Plans, in consultation with teachers and parents. Applications for Funding Support for students with special needs were also developed and submitted.

Music and drama programs

During Terms 1 and 2, Year 5 and 6 students participated in a music and drama program conducted by the personnel from the Murray Conservatorium. Each class participated in a forty minute lesson of both music and drama. The lessons culminated in a performance at the end of the term.

The Border Trust generously subsidised two music programs. Commencing in Term 2, a group of eight students participated in a weekly music therapy drumming program held at the Murray Conservatorium. This Drumbeat program was jointly funded by the Border Trust and the Murray Conservatorium. The program was based on the principles of social and emotional learning.

Also during Term 2 Kindergarten students participated in a weekly Kodaly music lesson taught by Albury Conservatorium personnel. Teachers also received professional learning in the area of teaching music. I thank the Border Trust for their support of these two programs.

In Term 3 an energetic and entertaining five piece brass band performed a free concert. Their visit was part of the ‘Buddies’ program conducted by the Sydney and the Murray Conservatoriums.

Dressed as book characters during Book Week

Environmental education

In Term 3 eight Year 5 students attended the Talented Students Program at the Riverina Environmental Education Centre at Wagga Wagga. The students enjoyed the opportunity to examine scientific technique and conduct a series
of exciting experiments in the laboratory and outdoors.

Our garden beds were very productive throughout the year, producing many tasty vegetables and herbs. These plants were planted and harvested by the students. The environment monitors were also kept busy collecting the daily eggs. The produce and eggs were either used by the canteen or sold to parents and staff.

**Students preparing the vegetable gardens**

**Artist in residence**

In Term 4 the ‘Budding Young’ sculpture was unveiled, near the Olive Street entrance. The sculpture was funded by a grant secured by the P & C. In late 2012 Ms Linda Fish, a ceramic artist commenced the sculpture, working with Year 4 students who made the clay leaves. Ms Fish also provided professional learning sessions for staff.

**Lapathon**

On Wednesday 23 October, staff and students participated in the annual major school fundraiser for the year, the lapathon. The event was held in the school grounds. The canteen coordinated a pre-ordered barbecue lunch. Students were dressed in house colours and they were encouraged to run or walk as many laps as they could. Many family members also joined in. The students ran nearly 14000 laps in total which is almost 7000 kilometres in just over two and half hours. The funds raised were targeted to buy new technology for use in classrooms. We raised an incredible $14908.45!

**Premier’s Reading Challenge**

This year 136 students completed the Premier’s Reading Challenge. This was 23% of the total student enrolment. Every student in 3CS class completed the challenge successfully.

**Reading Recovery**

The Reading Recovery teachers in 2013 were Mrs Boehm and Mrs Morris. Seven Year 1 students were taught individually each day. Mrs Boehm is a trained Reading Recovery teacher and this year Mrs Morris completed her training.

In 2013 seventeen Year 1 students entered the program with the following outcomes:

- 15 students were successfully discontinued
- 2 students were referred to the Learning Support Program for continued support; and
- All students who discontinued the program maintained or improved their text level, writing vocabulary and word identification scores. This data was transferred to the Learning and Support Teachers to assist their planning for 2014.

**Student leadership**

The Student Councillors play an active role in our school. In 2013 they conducted a combined assembly each term and presented reports at each weekly assembly. The councillors also fundraised for charities, represented the school at Anzac and Remembrance Day services and assisted in various school events. In Term 2 the Student Councillors and House Leaders attended the ‘GRIP’ Leadership day. This day developed their leadership and communications skills.

**Values education**

During each term, two of the Department of Education and Communities’ core values were chosen as focus values and were taught in the classrooms. Each week, one student from each year level was recognised with a merit award at our weekly assembly for displaying the attributes relating to the core value. A photo of the award recipients was published in the following week’s newsletter.

**Students displaying our core values**
Aboriginal education

Albury Public School incorporates Aboriginal culture through the study of Aboriginal perspectives within the Connected Outcomes Groups (COGS) units and other Key Learning Areas.

In Term 3 the Yidinji Culture group performed for our students. The students enjoyed viewing the performance highlighting various aspects of their culture, including song and dance. In Term 3 we also celebrated NAIDOC week. Classes enjoyed a range of activities exploring indigenous culture.

Individual Learning Plans for all Aboriginal students were developed in consultation with parents/carers. These plans were implemented and students’ progress was regularly and systematically monitored.

Several Aboriginal students were nominated for the ‘Proud and Deadly’ awards which recognise the achievements of many Albury students. The students proudly participated in the award ceremony held at Glenroy Public School.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online and printed surveys for parents, students and staff to complete; and
- Informal and formal conversations with members of the school community.

School planning 2012—2014: progress in 2013

School priority 1

Increased levels of overall reading achievement for every student in line with state and regional targets

Outcomes from 2012–2014

- Improved achievement for all students in literacy;
- Enhanced quality teaching practices in all areas of literacy;
- Improved growth rates in all areas of literacy; and
- Teaching programs reflect identified student needs, student targets and high quality assessment practices.

**Evidence of progress towards outcomes in 2013:**
- 62.3% of Year 3 girls were in the top two bands in NAPLAN reading compared to 46.4% of the State; and
- Only 7% of Year 3 students were in the bottom two bands in NAPLAN reading compared to 12.5% of the state; and
- No Year 5 students were in the bottom band in NAPLAN reading.

**Strategies to achieve these outcomes in 2014:**
- Aspects of teaching literacy will be embedded in all teachers’ Professional Learning Plans;
- Continued grouping strategies and SMART data utilised during planning of literacy lessons in all classrooms;
- Successful implementation of new English syllabus and literature units trialled;
- Continuation of targeted staff professional learning in Focus On Reading, L3 and new English syllabus; and
- Regular monitoring and tracking of all students on the literacy continuum and in PLAN;

**School priority 2**

*Increased levels of overall numeracy achievement for every student in line with state and regional targets*

**Outcomes from 2012–2014**
- Improved achievement for all students in numeracy;
- Enhanced quality teaching practices in all areas of numeracy;
- Improved growth rates in all areas of numeracy; and
- Teaching programs reflect identified student needs, student targets and high quality assessment practices.

**Evidence of progress towards outcomes in 2013:**
- Only 5% of Year 3 students are in the bottom two bands in NAPLAN numeracy compared to 11.1% of the state;
- Same percentage of Year 3 students in the top two bands in NAPLAN numeracy as the state average; and
- Year 5 boys results are above the state average in NAPLAN numeracy.

**Strategies to achieve these outcomes in 2014:**
- Aspects of teaching numeracy will be embedded in all teachers’ Professional Learning Plans;
- Successful implementation of the new mathematics syllabus;
- Continued grouping strategies and SMART data utilised during planning of mathematics lessons in all classrooms;
- Facilitator in TOWN (Taking Off With Numeracy) will be trained and will lead the Stage 2 staff in Professional Learning in the Number and Algebra strand;
- Targeted support of students by the Learning and Support Teachers during their classroom mathematics lessons;
- Extension lessons are planned, initiated and assessed by all teachers; and
- Regular monitoring and tracking of students on the K-6 Numeracy Continuum; and
- End of each term all K-6 teachers enter student numeracy data online in PLAN.

**School priority 3**

*The school community will respect and respond to every student’s aspirations, culture, gender and learning potential, ensuring improved engagement.*

**Outcomes from 2012–2014**
- Whole school attendance rate well above the state average;
- 10% decrease in negative behaviours recorded on RISC;
- Effective transition programs for students moving into different educational settings; and
- Successful engagement of students in events with the Crossing Point Learning Community.

**Evidence of progress towards outcomes in 2013:**

- Two Learning and Support teachers are working effectively and supporting students requiring assistance with their learning and social needs;
- Whole school attendance was above the regional and state average;
- Prior to school to Kindergarten and Year 6 to Year 7 transition programs were successful. Extra transition visits for identified students also assisted the successful entry into a new educational setting;
- Student Leaders attended a leadership conference which developed their leadership and communication skills;

**Strategies to achieve these outcomes in 2014:**

- Our Learning Support Team will continue to be enhanced and developed;
- RISC program reviewed and monitored;
- All staff trained in the use of the English as an Additional Language or Dialect (EAL/D) Learning Progression to address specific student learning needs;
- Increased involvement, both student and staff, in the Crossing Point Learning Community activities; and
- Successful transition and leadership programs continued and enhanced.

**Professional learning**

The Department of Education and Communities provides funds for ongoing professional learning activities for both teaching and non-teaching staff. The total funds available were $31447. All monies from 2013 have been expended. $3704 of school funds was also used to provide targeted professional learning for staff. Focus on Reading and Language, Literacy and Learning (L3) training was a literacy focus.

The school also received a specific grant for the L3 Kindergarten training ($2773) and a grant from the SS & A Club ($10300) to subsidise the introduction of the Bluearth program for two years.

Two teachers achieved accreditation and four teachers maintained Professional Competence with the NSW Institute of Teachers.

All staff were involved in ongoing professional learning activities, in line with the programs and targets detailed within the School Plan and included the mandatory requirements set by DEC. All staff identified specific professional learning goals in their professional learning plan. These goals were matched with the targets in the School Plan.

Courses included: School Development Days, weekly staff and stage meetings, conferences, leadership meetings, workshops, teaching and learning forums, in-school visits and sharing sessions.

Other priority areas included: Numeracy, Leadership and Career Development; Information and Communication Technology; Welfare and Equity; Quality Teaching and Implementation of New Curriculum.

Courses undertaken were too numerous to detail, however, they are kept on record.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and staff about their satisfaction with the school. Their responses are presented below.

The parents, staff and students stated strong support for the following statements

- Our students enjoy school and feel challenged in their learning;
- Our school is friendly, tolerant and accepting of all students;
- Our school has supportive welfare programs and fair discipline exists within the school;
- A focus is maintained on literacy and numeracy;
- A wide range of extra-curricular activities are provided for our students;
- The office staff respond to enquiries in a friendly and prompt manner; and
- The weekly newsletter and school website keeps the community well informed.

Informed. The website was used more frequently in 2013.

Program evaluations

Background

In 2013, the school sought the opinions of parents, students and staff about the French program, as stated in the School Plan.

Findings and conclusions

- Staff, students and parents strongly believe it is very important for students to learn another language;
- Students like to learn cooperatively with each other;
- Students enjoy learning French songs and games; and
- Parents would like more information about how to help their child at home.

Future directions

- Provide information to parents about the French program in class newsletters at the beginning of each term;
- Publish helpful websites in the weekly newsletter for parents;
- Students perform French songs at the end of term assemblies; and
- Continue to present French awards to K-6 students at weekly assemblies for achievement and participation.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: