Our school at a glance

Students
Albury Public School’s (APS) successes in 2012 are well documented throughout this report. The many outstanding achievements of our students reflect their commitment to learning, as well as the support of their families and the strong commitment and professionalism of our staff.
In March 2012, our student enrolment was 614. There were 285 boys and 329 girls.

Staff
The school Year was started with a staffing entitlement of 36.2 staff (including non-teaching staff). There were 5 executives.
Staff retention is stable and permanent, with a number of long term temporary teacher appointments and some staff in shared teaching arrangements.
During 2012 we farewelled two staff members, Mr Jones and Mrs Scott. We thank them for their assistance and commitment to our students.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Orientation program for Kindergarten 2012
A very successful Kindergarten Orientation program was held at the beginning of Term 4 over 3 consecutive weeks. The 2013 Kindergarten students attended school one day a week and experienced school life by visiting the Kindergarten rooms and experiencing the many aspects of primary school. An information night was also held for the parents/carers.

Year 6-7 Transition
The Year 6-7 Transition program involved Year 6 students attending ‘The Taste of High School’. The students participated in several engaging activities in different subject areas, met key Year 7 personnel and were given a tour of Albury High School. Identified students received extra transition visits.

CSIRO mathematicians in schools program
In Term 2 4/5CL worked with a mathematician from the ‘CSIRO Mathematicians In Schools’ program. The retired engineer worked with and challenged the students with thinking skills, problem solving and place value over four sessions. Also a lecturer from Charles Sturt University presented problem solving activities with a group of Year 5 students. These activities were completed during weekly visits during a term.

Reading Recovery
The Reading Recovery teachers this Year were Mrs Boehm and Ms Halliday. Each teacher taught four Year 1 students individually each day. There were 88 students in Year 1.
Both Mrs Boehm and Ms Halliday are trained Reading Recovery teachers. They attended regular Reading Recovery professional learning sessions each term.
In 2012 eighteen students entered the Reading Recovery Program with the following outcomes:
- 14 students were successfully discontinued at Level 16 or above;
- 4 students were referred to the Learning Support Program for support; and
- All students who discontinued the program throughout the Year maintained or improved their text level, writing vocabulary and BURT scores. This data was given to the Learning and Support Teacher to assist planning for 2013.

Student achievement in 2012

Literacy – NAPLAN Year 3
Year 3 students achieving at or above the minimum standards include: 96.5% in reading; 96.4% in writing; 97.7% in grammar and punctuation; and 97.7% in spelling

Numeracy – NAPLAN Year 3
98.8% of Year 3 students achieved at or above the minimum standard in numeracy.

Literacy – NAPLAN Year 5
Year 5 Students achieving at or above the minimum standards include: 92.1% in reading; 94.2% in writing; 90.9% in grammar and punctuation; and 95.5% in spelling.

Numeracy – NAPLAN Year 5
94.3% of Year 5 students achieved at or above the minimum standard in numeracy.
Messages

Principal’s message

The Annual School Report is always the time for reflection on our achievements and 2012 has been another significant and successful Year for Albury Public School. Not only have the students received quality teaching and learning experiences but they have also been challenged in the creative, social and sporting domains.

Albury Public School students always display enthusiasm and pride as they participate in all aspects of school life when meeting and achieving these challenges.

All the varied programs would not be possible without the dedication of staff, support of parents/carers and the funding of new resources by the the P & C body.

Albury Public School is dedicated to fostering self worth in a caring environment. Students are encouraged to strive for excellence, have tolerance towards each other and display positive community involvement. The school ‘Merit System’ recognises students for their achievements.

In 2012 the school community saw the formation of three vegetable gardens and the upgrading of the chicken pen, which were funded by the P & C. Classes eagerly tended the vegetable beds and enjoyed picking the fruits of their labour. A fitness track was installed in the playground and it is used during both fitness lessons and breaks. The school environment will continue to be a focus for development in 2013.

In conclusion I sincerely thank all the students, staff, parents/carers and community members who make Albury Public School such a successful and special 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

P & C and/or School Council message

We have again been blessed with an overwhelmingly generous and caring school community and this is reflected in the well-attended P & C and sub-committee meetings during 2012.

Our major investments have been in bringing the first stage of our school environment blueprint to fruition. The vegetable gardens have quickly become a feature of our school life and I am sure they will remain so for many Years to come.

Among other things we have also purchased a set of sport shirts for our regional sporting representatives to use and contributed towards the Mathletics subscription for all students.

As always there are far too many contributors to name everyone however, it would be remiss of me not to name anyone.

Firstly, thank you to our office bearers: Wayne Nagle (Treasurer), Carolyn O'Dwyer (Secretary), Angela Moon (Minute Secretary), Rachel Buchan (Vice-president), Cathy Chapman (Vice-president), Tiana Johannes (Executive Assistent), Kate Preston (Environment), Jill Mack (Canteen Convener), Jacqui Vaughan (Canteen Treasurer), Narelle Tuksar (Canteen Secretary), Kerrie Van Zanten (Parent Network Co-ordinator) and Carolyn Gillard (School Bags Co-ordinator).

Thanks also to Barb Gould for giving up a weekend to attend the Annual P&C Conference with me.
Special thanks to Lou Newman for successfully applying for numerous grants, including the one used to pay for our artist in residence Linda Fish who worked with our Year 4 students to create a magnificent leaf sculpture which will be admired and treasured for many Years to come.

A very special thank you to Jacqui Vaughan, Jill Mack, Marie Bucher and Melissa Pargeter who joined together to be the driving force behind our biennial Family Fun Fair. They were very ably supported by the teachers and administrative staff along with many parents/carers and their extended families and friends who helped make this event a focal point for drawing the school community together while at the same time contributing significantly to our bank balance.

Finally, thank you also to the many hard working and dedicated volunteers who gave their time to help at various other school activities by sizzling sausages, attending working bees, selling raffle tickets, collecting Sports For Schools and/or EarnTo Learn vouchers or quoting our school when ordering items through various websites, not to mention those who solicited or contributed donations. You know who you are and your efforts are greatly appreciated.

Cathy Baillie
2012 P&C President

Student representative’s message

As School Captains we would like to present a report for 2012.

We would like to thank the teachers and students for voting us in to lead the school. We have had a wonderful Year and have enjoyed the responsibilities as school captains.

The Student Council has worked hard to fulfil their duties over the Year.

We attended Student Council meetings once a week where we were able to raise, discuss and plan matters as we acted as representatives to the student population.

Each term we created a roster for flag duty. It was the Councillors’ responsibility to make sure the flags were put up in the morning, taken down and folded up in the afternoon.

This Year one of our first official out-of-school duties was to take part in the Anzac Day march and lay a wreath on Monument Hill.

Students participating in the ANZAC Day march

There has been a variety of fundraisers organised throughout the Year, like: Crazy Hair Day, Footy Colours Day and the Year 6 Trivia Night. All of the money raised went to various charities or school equipment for students.

Each term, the councillors ran and scripted items for the Combined Assemblies. The Combined Assemblies allow some of the younger students to experience an assembly with senior students. It was an honour to be involved in leading the Presentation Day Assembly for Years 2 - 6, under the guidance of Mrs Eckley; and the Kindergarten and Year 1 assemblies with Miss McMillan and Miss Henderson.

The Councillors have also assisted with organising talent shows for students in Years 3 to 6. Lots of students watched the performances and it was a great way to spend lunchtime.
The council members were responsible for organising the talent show, and setting up sports equipment for students to use during lunchtimes.

We are thankful for the support and guidance from teachers, Mr Moore and Miss Brooker, who assisted us during meetings and various duties.

We speak on behalf of the Councillors when we say we have had a brilliant final Year at primary school and we are we will take some fond memories with us.

India Baker and Sam Wotherspoon

School Captains

Two Kindergarten girls enjoying Crazy Hair Day

School context

Student information

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

Student enrolment profile

At the commencement of 2012 twenty-four classes were formed with a total enrolment of 614 students.

Thirty three of our students speak a language other than English at home. Students who were in their first three terms of being enrolled at a NSW Public School and speak another language at home, were provided additional support to assist their understanding and skills in English. Increasingly we are enrolling students from other countries.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>285</td>
<td>274</td>
<td>277</td>
<td>287</td>
<td>278</td>
<td>285</td>
</tr>
<tr>
<td>Female</td>
<td>306</td>
<td>317</td>
<td>338</td>
<td>341</td>
<td>336</td>
<td>329</td>
</tr>
</tbody>
</table>

Class Sizes

Class sizes were created within industrial and DET guidelines.

The average class sizes were:
- Kindergarten: 20
- Year 1: 22.6
- Year 2: 23.6
- Year 3: 29.5
- Year 4: 28
- Year 5: 29
- Year 6: 30

Structure of classes

24 classes were formed across the school in 2012. Eight of the classes were composite classes and one of these was a Year 5/6 extension class.

Stage teams worked together and effectively planned teaching and learning programs.

Throughout the week identified eligible students have access to a Learning and Support Teacher, Reading Recovery and/or ESL teachers.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>95.9</td>
<td>96.4</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>95.7</td>
<td>95.6</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.0</td>
<td>94.5</td>
<td>95.5</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.6</td>
<td>94.9</td>
<td>94.6</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.1</td>
<td>95.0</td>
<td>94.6</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.5</td>
<td>94.1</td>
<td>95.2</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td>94.5</td>
<td>94.3</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>95.3</td>
<td>95.0</td>
<td>95.2</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.092</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.84</td>
</tr>
<tr>
<td>Learning and Support</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL and NAP</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Total</td>
<td>35.694</td>
</tr>
</tbody>
</table>

A full-time school administrative manager, a full-time school administrative officer and two school administrative officers are employed five days per week providing administrative support. Our general assistant is employed five days per week. Part-time staff include a school counsellor, some class teachers and specialist teachers.

Six school learning support officers are employed at various times during the week, assisting some of our students in classrooms.

At present there are no Indigenous staff members at Albury Public School.

Staff retention

Many staff have been teaching at Albury Public School for a number of Years. There were two retirements during the Year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>304754.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>290762.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>205057.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>174906.26</td>
</tr>
<tr>
<td>Interest</td>
<td>15084.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15968.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1006534.54</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas       56829.15
  - Excursions               77702.83
  - Extracurricular dissections 43438.72
Library                     5380.24
Training & development      11015.00
Tied funds                  191633.76
Casual relief teachers      93875.29
Administration & office     63902.47
School-operated canteen     0.00
Utilities                   74687.21
Maintenance                 17353.98
Trust accounts              43593.87
Capital programs            0.00
Total expenditure            679412.52
Balance carried forward     327122.02

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

In 2012 both the Albury Public School Junior and Senior Choirs won third prize at the Albury Eisteddfod.

All students contributed a piece of art to be displayed in the Art Show at the Family Fun Fair which was held in term 4.

Aylish Jorgenson, a Year 3 student played the cello in the band at the Albury High School performance of ‘Aida’ at the Albury Performing Arts Centre.

Each week the talented ensemble played at both the K-2 assemblies and 3-6 assemblies.

Sport

2012 was another successful sporting Year for 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.

Thirty students represented the Riverina Region in one sport and seven students represented the region in two sports. Two of our students represented the Riverina region in three or four separate sports: Natalie Gibbons-swimming, athletics and cross country and Annie Lefoe: water polo, swimming, basketball and athletics.

Three of our students went on to represent the state at the national level in AFL: Rhys King, Jacob Koschitzke and Sam Wotherspoon.

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, touch football, softball, T-ball and cricket. Our teams performed well in all competitions, displaying sportsmanship and improving skills and teamwork.

Fifty-six of our students competed at the District Athletics Carnival. From there, twenty-five students represented the Albury district at the Regional Athletics Carnival. Six students were selected from the Riverina carnival to represent the Riverina Region at the State Carnival in Sydney. These students were Bailey Clemson, Brock Fuller, Natalie Gibbons, Charlie Hargreaves, Annie Lefoe and Jaara Moran.

Our school continued to produce wonderful results in the pool. Thirty-one of our students qualified for the District Swimming Carnival, and twenty-two competed at the regional carnival. Natalie Gibbons was awarded junior girl champion at this carnival. A team of thirteen students subsequently competed at state level representing the Riverina region.

A large contingent of students from our school, eight girls and boys in total, were selected for the regional water polo teams that competed at the State Championships.

Fifty-six of our students represented the school at the District Cross Country Championships; ten were then selected to represent the Albury district at the Regional Championships. Two of our students: Natalie Gibbons and Kyle Cooper were 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, crick, 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.
K-2 Sports Day

The K-2 Sports Day was held in the school playground for the first time in 2012 and was very successful. Students participated in a variety of running races and novelty events. Many parents/carers attended and assisted with the different activities.

Other

Two students represented our school at the Regional Finals of the Premier’s Spelling Bee. Nolan McFarland was successful and attended the Senior State Final of the Premier’s Spelling Bee at Homebush for the second consecutive Year.

Our school offers participation in a number of University of NSW international competitions. High distinctions are awarded to the students who finish in the top 1% of the state. Two students received a High Distinction in Writing.

The NSW Premier’s Reading Challenge Platinum Award was presented to three students who had participated in the NSW Premier’s Reading Challenge for seven consecutive Years.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
62.8% of our students were in the top two bands for reading compared to 50.2% of the Year 3 cohort across NSW. Significantly only 16.3% of our students were in the lowest three bands compared with 29.2% of the state cohort.

**Numeracy – NAPLAN Year 3**

58.2% of our Year 3 students were placed in the top two bands compared to 36.5% of Year 3 students across the state.

Significantly only 8.2% of our students were in the lowest two bands compared to 15.4% of the Year 3 students across NSW.

In reading 21.6% of our Year 5 students were in the top Band 8 compared to 12.1% of the state cohort. Significantly 22.5% of our Year 5 boys were in Band 8 compared to 12.5% of the state cohort. This was an increase from 2011 when only 7% of boys achieved Band 8 in reading.

**Numeracy – NAPLAN Year 5**

In numeracy 20.5% of our Year 5 students were in Band 8 compared to 15.0% of their state cohort. Only 8.2% of Year 5 students were in the lowest two bands compared to 15.4% of students across the state.
Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.3</td>
<td>72.2</td>
<td>70.0</td>
</tr>
<tr>
<td>SSG</td>
<td>85.2</td>
<td>73.2</td>
<td>81.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.3</td>
<td>77.1</td>
<td>92.5</td>
</tr>
<tr>
<td>SSG</td>
<td>82.2</td>
<td>74.5</td>
<td>94.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.2</td>
<td>92.9</td>
<td>91.7</td>
</tr>
<tr>
<td>SSG</td>
<td>92.5</td>
<td>80.7</td>
<td>83.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.1</td>
<td>92.5</td>
<td>114.5</td>
</tr>
<tr>
<td>SSG</td>
<td>87.6</td>
<td>97.2</td>
<td>103.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

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.

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program-Literacy and Numeracy is compared to these minimum standards. The percentage of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All classes incorporated Aboriginal education activities into their class curriculum during the Year. In the main, classroom activities were integrated into COGs (Connected Outcome Groups) units.

In Term 3 the students enjoyed a visiting performance- 'Didjeribone Spectacular’. The performer was a gifted musician named Tjupurru.

Individual Learning Plans for all Aboriginal students were developed and implemented with the input of parents/carers. These plans were regularly monitored by staff.

Student achievement was recognised in the wider community, through the ‘Proud and Deadly’ awards. Five students received encouragement awards, one student received a sports award and one student a citizenship award.

Multicultural education

During 2012 our school has had a growing enrolment of students coming from countries such as Nepal, Vietnam, Russia, Egypt, France and
India. We ended the Year with over 40 students having English as a Second Language (ESL).

Mrs Hodgson and Mrs Morell continued to work with many of these students through individual and small group support, both in class and in withdrawal groups, regularly using the technology and learning space provided in the Video Conference room. Progress in English language learning is also monitored by liaising with classroom teachers and other school support staff.

The funding for ESL support was provided by the Targeted Support and New Arrivals Programs. A very pleasing aspect of our school is the acceptance and inclusion of students from such diverse language and cultural backgrounds.

Achievements in multicultural education and anti-racism education included:

- All students from Years 3-6 were encouraged to present a speech that reflected a multicultural perspective;
- All students in the school have a weekly French lesson, as part of the Relief from Face to Face program.

**Stage 3 music and drama program**

During Terms 1 and 2 of 2012 Year 5 and 6 students participated in a Music and Drama Program conducted by personnel from the Murray Conservatorium. Each class participated in a forty minute lesson of both music and drama. Staff attended the weekly sessions as part of their professional learning experience. The lessons culminated in a performance at the end of the term.

**Bushwahzee**

In term 3 all K-6 students participated in a session during the day with the Bushwahzee Bush Band. Each class either learnt a bush dance or a song. Over two evenings students performed in front of their parents who were invited to join in the performance. Students, staff and parents/carers thoroughly enjoyed this experience. The P & C provided a barbecue tea before each night performance.

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**Greenspeak- environmental program**

A group of Year 5 students participated in the Greenspeak program led by the 4/5 teacher Mrs Kris Carey. This program is a student leadership program where students share their schools’ sustainability stories with other students around the state by video conference. Our students researched and presented a presentation outlining the modification of bins to stop birds from littering the playground.

**Enviro-stories program**

Four Stage 3 girls participated in the Enviro-Stories program which was funded by the Murray Darling Basin Authority. The students published a picture book which highlighted catchment management issues and the need to care for our natural resources. The girls attended the official book launch and multiple copies of the book were presented to our school library.

**Artist in residence**

Year 4 students had the opportunity to work with our artist in residence Ms Linda Fish. Ms Fish is a talented ceramic artist from Yackandandah. The project was funded by a grant secured by the P & C from the Country Arts Support Program. Each student made clay leaves for the sculpture which stands at the Olive Street entrance. The sculpture will be completed in early 2013. Ms Fish also provided professional learning sessions for staff.
Clever climate energy savers program

Three Stage 3 classes participated in the Clever Climate Energy Savers Program. The students identified and planned structural and behavioural changes the school could make to save energy. They produced digital advertisements to promote these changes and these were shown to K-6 students. A television was purchased to display these advertisements in the Annexe. Timers for light switches were installed and students monitored the use of lighting in classrooms during recess and lunch times.

Progress on 2012 targets

Quality Teaching is evident in all literacy programs with particular focus on reading comprehension.

Target 1

The percentage of students in the top two performance bands in reading in Years 3 and 5 will be above state and regional results.

Our achievements include:

- Continuation of L3 program in all Kindergarten classes, providing rich literacy experiences;
- 62.8% of Year 3 students achieved the top two bands in NAPLAN reading compared to 46.8% of students across NSW;
- 36.4% of Year 5 students achieved the top two bands in NAPLAN reading compared to 31.8% of students across NSW;
- Regular and targeted monitoring and tracking of students discontinued from Reading recovery program in Year 1;
- Individual Learning Plans developed, implemented and monitored for students requiring extra assistance in literacy;
- Kindergarten and Stage 1 teachers used Best Start data to develop effective literacy programs and used the Literacy continuum to plot and track their students’ progress; and
- Year 1-6 staff being trained in Module 1 of the Focus On Reading program to improve reading data and comprehension skills by Year 5.

Target 2

Students who sat the NAPLAN Numeracy at APS in Year 3 and scored Bands 5 and 6 will have an average growth rate equal to their state cohorts in the Year 5 NAPLAN.

Our achievements include:

- Effective grouping strategies utilised during mathematics lessons in all classrooms;
- Students who sat the NAPLAN Numeracy at APS in Year 3 and scored Bands 5 and 6 had an average growth rate (114.5) well above their state cohorts in the Year 5 NAPLAN (98.2);
- In Year 5 NAPLAN numeracy, 20.4% of girls achieved Band 8 compared to 13.1% of the state cohort;
- In Year 5 NAPLAN numeracy, 20.8% of boys achieved Band 8 compared to 16.8% of the state cohort;
- 58.2% of Year 3 students achieved the top two bands in NAPLAN numeracy compared to 36.5% of students across NSW;
- All teachers use SMART data to enhance their planning for literacy and numeracy;
- Extensions activities are planned, initiated and assessed by all teachers; and
- Evidence of Quality Teaching elements in teaching and learning programs.

Target 3

Improved student outcomes in information and communications technologies (ICT)

Our achievements include:

- A whole school Technology Plan has been developed in line with the School Plan;
- Integration of the technology competencies and skills into all teaching and learning programs;
- Dedicated staff professional learning supporting the use of IWB’S, class wikis and a wider range of technologies in classrooms;
- Evidence of ICT competencies and skills being integrated into all teaching and learning programs and expertise being shared among staff;
• Resources including computers, video cameras were updated and wireless connectivity installed; and
• Increased student participation in IT challenges developing multimedia presentations using up-to-date software.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of the school culture and writing.

Educational and management practice

Background

School culture was evaluated as part of our school’s cycle of self-evaluation. Surveys were distributed to families who provided an 18% response. Year 4-6 students and all staff completed surveys.

Findings and conclusions

• All staff, parents/carers and students agreed that the school knows about the families and the community in which it serves;
• All staff agreed that they explain things clearly to their students, display students’ work and believe all students can be successful in improving their work;
• 55% of staff agreed that they can easily access support for isolated and lonely students;
• 100% of staff and students and 97% of parents/carers believe that the students are the school’s main concern;
• 100% of staff and parents/carers agreed that families are encouraged to assist in classes and activities in the school; and
• 80% of staff and 92% of parents/carers believe the school is continually finding ways to improve what it does.

Future directions

Review the student welfare and discipline policy in 2013. Streamline and improve the school’s referral process to the Learning Support Team, to enable staff easier access to gain support for their students.

Curriculum

Writing

Background

Input was sought from parents/carers, Stage 2 and 3 students and staff in order to highlight their perceptions about how writing was taught at Albury Public School.

Findings and conclusions

• 100% of staff surveyed believed their students’ writing, spelling and handwriting skills have improved during the Year;
• 80% of staff stated they taught spelling rules each week and their teaching of writing had improved during the Year;
• 95% of staff stated their writing program covered different text types;
• 94% of parents/carers stated they knew how spelling and writing was taught at APS;
• 70% of parents stated they would like more information about how to assist their child in writing;
• 100% of students stated writing is an important subject and their own writing skills have improved during the Year;
• 74% of students stated they enjoyed writing and wrote at home for fun; and
• 83% of students use challenging words in their writing.

Future directions

While comments from parents were all very positive, a priority in the school’s planning will be to inform parents about how they can assist their children in the writing process at home. This will be achieved by including tips in the newsletter and conducting a parent workshop. Analysis of NAPAN Writing data will provide the focus for targeted professional learning for all staff.
Parent/carer, student, and teacher satisfaction

In 2012 the school sought the opinions of parents/carers, students and teachers about the school.

Their responses are presented below.

Overwhelmingly, parents/carers indicated the following aspects of school life as strengths of APS: the school is connected to its community and welcomes parental involvement and contact regarding any concerns; a friendly school that is tolerant and accepting of all students; focused on literacy and numeracy programs; strong involvement in sport; competent teachers who set high standards of achievement; the school newsletter is informative; a wide range of extracurricular programs available; and that students are its main concern.

These findings were also well supported in the staff and student surveys.

A number of parents/carers and staff specified the need for parent teacher interviews to be conducted earlier in the Year.

The majority of all those surveyed felt that fair discipline was strong and that the behaviour and respect shown by students was high.

Overall, the survey responses were extremely positive and indicated a high level of satisfaction with school life. Most importantly, all of our students indicated they were proud to be an APS student.

Professional learning

The Department of Education and Communities provides funds for ongoing teacher professional learning activities. The total funds available in 2012 were $39868. All monies from 2012 have been expended or committed.

The school also received specific grants for Best Start Leaders Initiative ($1285.52) and the Climate Clever Energy Saver Program ($2700.65).

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

All staff were involved in ongoing professional learning activities.

The categories of courses attended are shown below:

Quality Teaching - Teaching and Learning Forums.

Information & Communication Technology – Teaching and Learning Forums, Video Conferencing refresher course, Microsoft Innovative Schools Conference.

Literacy and Numeracy – Best Start, L3 program, Dyslexia and Reading Difficulties Online course, Count Me In Too and InTENsive Maths Course;

Leadership and Career Development – Assistant Principal Conferences and Network Meetings;

Welfare and Equity – Online Autism Course, Every School Every Student Module, Teaching and Learning Forums, Sport Officials Accreditation, Multi-cultural Education, TELL and Teaching Refugees in the Classroom;

Other School Identified Areas - SASS Staff development and School Learning Support Officers development;

After School Presentations - Anaphylaxis, Cardiopulmonary resuscitation (CPR), Epilepsy Awareness, effective writing and numeracy teaching strategies, NAPLAN analysis; and

School Development Days - Child Protection, Code of Conduct, NAPLAN data analysis, Literacy and Numeracy Development, Focus On Reading and Integrating Technology into Classrooms.

Staff working with the new Literacy continuum
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 3 students achieving Band 5 or above in NAPLAN reading to 70%;
- To increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading from 92.1% in 2012 to 95% in 2013; and
- Increased proportion of students achieving individual growth of at least one skill band in NAPLAN Reading.

Strategies to achieve these targets include:

- Professional Learning in Focus On Reading and L3 for new staff and ongoing support for trained staff;
- Data used in Personalised Learning Plans for Aboriginal, ESL and other targeted students to inform teaching and learning
- Best Start and L3 analysis to inform individual student learning needs in Years K-2 against the literacy learning continuum;
- Aspects of teaching literacy will be embedded in all teachers’ Professional Learning Plans;
- Introduce and resource the Australian English Curriculum with a focus of programming explicit standards and assessment criteria;
- Implement a K-6 literacy learning continuum that backward maps explicit teaching of reading and comprehension skills using the *Super Six Strategies*; and
- Analysis of NAPLAN Reading data based on school results with a specific focus on NAPLAN Reading growth Years 3-5

School priority 2

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 5 students in the top two bands from 33% in 2012 to 38% in 2013
- To increase the number of K-2 students achieving grade benchmarks by 5% in Number as measured by school based data using the Numeracy Learning Continuum; and
- To increase the proportion of Year 5 students in NAPLAN numeracy at minimum or above bands 5-8 from 94% in 2012 to 96% in 2013.

Strategies to achieve these targets include:

- Mathletics to be used in all classrooms and regular tasks set for homework;
- Analysis of NAPLAN Numeracy data based on school results with a specific focus on NAPLAN Numeracy growth Years 3-5;
- Data used in Personalised Learning Plans for Aboriginal, ESL and other targeted students to inform teaching and learning;
- Newman’s Error Analysis tool incorporated into all class programs;
- Best Start analysis to inform individual student learning needs in Years K-2 against the numeracy learning continuum; and
- Introduction and resourcing of the Australian Mathematics Curriculum.

School priority 3

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Whole school attendance will be above the state average;
- 10% decrease in negative behavior recorded on the online Register of Individual Student Contact (RISC) ;
• Staff identify Professional Learning needs in their personal Professional Learning Plan and these needs are targeted;
• Effective transition programs—Kindergarten and Year 6 to 7; and
• Increased student leadership evident across the school.

**Strategies to achieve these targets include:**

- Student Councillors and House leaders to attend a Leadership Day to develop effective leadership skills;
- Specific roles of the two Learning and Support teachers defined and the Learning Support Team is expanded and enhanced;
- Staff participating in Professional Learning in the National Curriculum with our Learning Community;
- Staff to participate in Professional Learning in quality teaching, student feedback and engagement; and
- The French program to be reviewed.

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**School contact information**

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Parents/carers can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:  

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**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.

Carolyn Howard Principal (Rel)  
Gail Eckley Deputy Principal (Rel)  
Jacqueline Henderson Assistant Principal  
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