School context statement

Albury Public School is located in the CBD of Albury and is the largest primary school in the Riverina. The school has a proud history and was established in 1850. It continues to be held in high esteem by the Albury community.

Our enthusiastic and dedicated teaching staff are a mix of experienced and younger teachers. They demonstrate personal excellence, quality teaching practices and are committed to high student expectations and growth. The teachers are well supported by effective non-teaching staff, supportive parents/carers and the P & C.

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. 2014 has been another successful year.

Some of our greatest achievements in 2014 were:

- Successful programs such as Focus On Reading, L3 (Language, Literacy and Learning), TOWN (Taking Off With Numeracy), Reading4Life and Multilit,
- Significant student growth in literacy, numeracy and social skills,
- Introduction of the Stephanie Alexander Kitchen Garden Program,
- Continuation of the Blueearth active life program and more staff being trained,
- A successful K-6 Art Show,
- Our three choirs who represented us with considerable success, and
- Our sporting opportunities with carnivals, knock-out competitions, gala days and PSSA interschool sport.

I would like to thank our students for their enthusiasm, co-operation and respect, staff members for their hard work and dedication in supporting our students and our parents who are so positive and supportive. Together we all work to ensure maximum learning outcomes for our students.

I certify 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 President’s message

What a year 2014 has been for our Albury Public School P & C!! We said our farewells to long standing P & C members Marie Bucher, Jacqui Vaughan and Wayne Nagle, who have contributed greatly through their efforts over the years. Hence our appointed P & C executive were all new to their roles which made for an interesting and exciting year.

Our focus this year was to the Family Fun Fair which was hosted in November. The success of this event could not have materialised without the hard work of Stuart Howsam, Sharon Green, Tiana Johannis, Nicky Bruce, Justine Parer and the efforts of the many volunteers, teachers, staff, students and the school community. Together we raised around $19,000.

The environment committee, convened by Lou Newman, has been busy organising working bees.

Results of these working bees have been

- A new front garden along David Street. This was then replanted by the Year 4 Stephanie Alexander Program students with lomandras,
- An indigenous garden outside the front of the Annex building. Two grants financed the garden and the P & C volunteers diligently cleared the area. Again the Year 4 students planted an array of indigenous plants. Year 5 painted rocks which were placed around the garden.
The Spring Art Show showcased a delightful array of the children’s artwork. The P & C provided supper for the occasion which capped off a lovely evening.

In Term 4 Bushwahzee was enjoyed by all. Through the wonderful efforts of Barb Gould and her husband, as well as Tiana Johannis and her family, the barbecue was another great fund raiser.

Kerry Van Zanten, Brooke Bowler and volunteers were all instrumental in the success of the Mother’s and Father’s Day stalls. These two successful stalls are enjoyed by the children each year.

We have enjoyed the participation of our Relieving Principal Ms Carolyn Howard and our Relieving Deputy Principal Mrs Gail Eckley. Together with the Assistant Principals they have given us support in updating us on changes and events in the school. On behalf of the P & C Committee I wish you both all the best in your resumed roles next year. We have appreciated all the hard work that you have done for us and for the school this year.

Our Executive team has done a tremendous job. Many thanks to Stuart Howsam (Secretary), Sharon Green and Nicky Bruce (Vice Presidents), Steven Logue (Treasurer), Lou Newman (Environment), Brooke Bowler and Stuart Howsam (Canteen Convenor), Kim Porta (Canteen Treasurer), Narelle Tuksar (Canteen Secretary), Kerry Van Zanten (Fundraising and Parent Network) and Carolyn Gillard (School Bag Coordinator).

We look forward to embracing 2015 and allocating our well earned funds. Thank you to all those who have contributed by donating your time, energy and ideas to help make Albury Public School an even better place for our children.

Kate Preston  P & C President

School captains’ message

It is an honour to present our report as the 2014 School Captains of Albury Public School.

To begin with, we wish to express our gratitude to the teachers, support staff, parents and students. Their never ending support and hard work has been invaluable.

The councillors attended a meeting each Monday with Miss Brooker. During these sessions we looked at general business concerning the school and allocated roles and responsibilities. One of the daily roles we performed as councillors was raising and lowering the Australian, Aboriginal, New South Wales and French flags.

Throughout the year, the councillors organised several fundraisers to support various charities. Our first fundraiser in Term 1 was Funky Hair Friday. The funds we raised went towards the Leukaemia Foundation. We had two fundraisers in Term 3. The funds raised from Footy Colours Day went to the Fight Cancer Foundation. Dressing in orange, students and staff participated in Orangutang Day. These donations went towards the Orangutang Project.

In Term 4, we held a Sporting Heroes Day and students dressed up as their favourite sporting hero. The funds raised went towards supporting the students who made it to State and National carnivals. The school raised over $400.

As school leaders, we attended community events such as the ANZAC Day March. As School Captains, we laid a wreath at Monument Hill honouring the fallen soldiers. We also attended the Remembrance Day Ceremony at Saint Matthew’s church. The school councillors and house leaders attended a Generosity, Responsibility, Integrity and People (GRIP) leadership conference. GRIP is an independent organisation that trains and develops leaders with a special focus on school students. During the event we learnt about the many aspects and qualities that a leader should have and display. Another part of our duties was running combined assemblies each term. In addition we wrote and presented weekly reports for the junior and senior assemblies, outlining school happenings.
Recently, the 2015 school councillors were elected. Each new leader was buddied up with a current school councillor so that they could learn about the expectations and responsibilities that come with their role. This will better prepare them to step into their roles next year.

Many thanks to Miss Brooker who has helped us organise fundraisers and assemblies for our school community. We couldn’t have done it without her.

In conclusion, all of the councillors had a wonderful year learning and developing our leadership skills. We will take with us great memories of fun and friendship. It was an honour and privilege to contribute to our school community. We could not have ended our primary school experience with a better year!

Natalie Gibbons and Tom Grigg

School Captains

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 2014 twenty-three classes were formed with a total enrolment of 584. Three composite classes were formed, including the Academic Extension class, consisting of Year 5 and 6 students.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>274</td>
<td>277</td>
<td>287</td>
<td>278</td>
<td>285</td>
<td>280</td>
<td>290</td>
</tr>
<tr>
<td>Female</td>
<td>317</td>
<td>338</td>
<td>341</td>
<td>336</td>
<td>329</td>
<td>307</td>
<td>294</td>
</tr>
</tbody>
</table>

Student attendance profile

The use of electronic roll marking procedures and the monitoring of rolls during Home School Liaison Officer visits allow the close monitoring of student attendance. Students are encouraged to attend regularly and the importance of good attendance is stressed to both parents and students.

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. There were two new permanent teaching appointments and no staff retirements. A new School Administration Manager was appointed at the end of Term 3.
The school has two School Administration Officers, a full time General Assistant and School Administration Manager. Six School Learning Support Officers (SLSOs) are employed throughout the week to assist students in the classrooms.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33.28</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school had no Aboriginal personnel employed in 2014.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

The staff of Albury Public School develop Professional Learning Plans which incorporate nominated professional learning activities that will assist them to improve the learning outcomes of their students. In 2014 $55,419 was spent on professional learning.

The staff has had the opportunity to participate in an extensive range of professional learning opportunities such as:

- Mandatory training in anaphylaxis, asthma, e- emergency, CPR and National Disabilities Standards;
- New curriculum – English, mathematics, history and science. Stage teams examined stage statements, outcomes, content and implementation. Units were written, trialled and evaluated;
- Focus On Reading, L3, TOWN and Blueearth active life training;
- Stephanie Alexander Kitchen Garden Program;
- A combined Staff Development Day with our Learning Community focused on 21st Century teaching and learning; and
- Identified staff attended a Regional Leadership Conference.

![Students enjoying the Bushwahzee performance](image)

**Beginning Teachers**

Two beginning teachers received targeted support and professional learning. Both teachers also worked closely with their mentors to develop quality teaching practices. One graduate teacher will achieve Proficiency Level in 2015.

![Students working with their buddies.](image)
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>$30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>279945.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>383046.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>360345.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>209424.58</td>
</tr>
<tr>
<td>Interest</td>
<td>11137.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10754.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1254654.34</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 85344.46
  - Excursions: 82229.64
  - Extracurricular dissections: 79440.61
- Library: 6076.09
- Professional learning: 22779.48
- Tied funds: 308103.54
- Casual relief teachers: 114990.93
- Administration & office: 104320.52
- School-operated canteen: 0.00
- Utilities: 81530.95
- Maintenance: 71339.82
- Trust accounts: 10750.90
- Capital programs: 17500.00
- Total expenditure: 984406.94
- Balance carried forward: 270247.40

The annual lapathon was very successful and increased the fundraising monies significantly. The school also received a donation of $10,300 from the SS&A Club for the continued implementation of the Bluearth physical education program.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Albury Public School provides a quality and enriched curriculum. We strive to meet the needs of all students, to enable each student 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)
42.1% of Year 3 girls are in the top band in reading compared to 30.5% of the state. Only 9.6% of Year 3 students are in the bottom two bands compared to 16% of the state.

32.4% of Year 3 girls are in the top band of spelling compared to 26.3% of the state. 21.7% of Year 3 boys are in the top band.

93.1% of Year 3 students are achieving at or above the minimum standards in writing.

NAPLAN Year 3 – Numeracy

43% of Year 3 students are in the top band compared to 29% of the state. Only 2.4% are in the bottom band compared to 4.7% of the state. 48.6% of Year 3 girls are in the top band compared to 32.5% of the state.

59% of Year 3 students are in the top two bands in numeracy compared to 39.4% of the state. 28.3% of Year 3 boys are in the top band.
compared to 17.7% of the state. There are no boys in the bottom band of numeracy.

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

38.7% of Year 5 students are in the top two bands in reading compared to 32.1% of the state.

55.1% of Year 5 students are in the top two bands compared to 41% of the state. Only 3.5% of year students are in the bottom band compared to 6.3% of the state. 64.5% of Year 5 girls are in the two top bands compared to 42% of the state.

11.1% of Year 5 girls are in the top band in writing compared to 7.0% of girls in the state.

28.7% of Year 5 students are in the top band compared to 21% of the state. Only 3.5% of year students are in the bottom band compared to 7.1% of the state. 37% of Year 5 girls are in the top band compared to 22.7% of the state.
98.9% of Year 5 students are achieving at or above the minimum standards in numeracy. Only 1.2% of Year 5 students are in the bottom band compared to 6.4% of the state. There are no girls and only 2.3% boys in the bottom band of numeracy compared to 5.1% of the state. There are no boys in the bottom band in the Data, Measurement and Space and Geometry strands.

**Competitions**

The International Assessments and Competitions and Assessments for Schools (ICAS) competitions are independent skills-based assessments with a competition element. The assessments are optional for students in Years 2 to 6 and take place throughout the year.

The students have achieved outstanding results and are rewarded with a Participation, Merit, Credit, Distinction or High Distinction Certificate to acknowledge their achievement. This year there were 41 students who sat the Computing test; 51 students who sat the English test; 66 students who sat the Spelling test; 86 students who sat the Mathematics test; 48 students who sat the Writing test; and 51 students who sat the Science test.

**ICAS Computer Distinction:** Alexander Clune, Jordyn Hopkins, Liam Pontt, Spencer Robertson, Ryan Yensch, Lillian Eggleton, Ian Howsam, Lily Robertson, Ben Pedlar

**ICAS Science Distinction:** Harry Cameron, Alexander Clune, Jessica Kemp, Lillian Eggleton, Toby Lewis and Tom Grigg

**ICAS Science High Distinction:** Ian Howsam and Grace McGarvie

**ICAS Writing Distinction:** Elinor McGarvie, Myah Glenane, Oliver Henderson, James Kilpatrick, Ziggy Lamond, Grace McGarvie, Milisa Milanovic, Matthew Brownbill

**ICAS Writing High Distinction:** Bridgette Gay, Eve Zawertailo

**ICAS Mathematics Distinction:** Kade Griparis, Joshau Green, Alanah Kilo, Mathew Brownbill, Tom Grigg

**ICAS Spelling Distinction:** Elinor McGarvie, Jessica Kemp, John Kean, Joshau Green, Milisa Milanovic, Jye Tasker

**ICAS English Distinction:** Callum Bruce, Grace Butlin, Tom Grigg

**ICAS English High Distinction:** Harry Cameron and Grace McGarvie,

**Reading Recovery**

The Reading Recovery teachers in 2014 were Mrs Morris and Miss Merritt. Eight Year 1 students were taught individually each day. This year Mrs Morris completed her second year of training and Miss Merritt completed her first year of training. In 2014 twenty-three Year 1 students entered the program with the following outcomes:

- 23 students were successfully discontinued; 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 2015.

**Other achievements**

**Art show**

Mid Term 3 we held a very successful K-6 Art Show to celebrate and showcase the artistic achievements of our students. The hall was transformed into a modern, inspiring art gallery
with each student displaying an artwork. It was officially opened by Albury Mayor Cr. Kevin Mack and was well attended by parents/carers, community members and students over the two days.

School Captains and Ms Howard at the Art Show

Sport

Albury Public School has offered a wide variety of sports to students. Sports in 2014 included; swimming, athletics, soccer, cross country, Australian Rules football, basketball, cricket, dance, diving, hockey, netball, golf, rugby league, softball, tennis, touch football and water polo.

Students in Years 3-6 were provided the opportunity to participate in the Interschool Primary Schools Sports Association (PSSA) winter and summer competitions. Cricket, touch football, softball and T-ball were offered as summer sports and soccer, netball, Australian Rules football and hockey as winter sports.

Many students had the opportunity to represent Albury Public School at a district, regional and national level throughout 2014. Our school swimming carnival was held in Term 1 at the Albury Swim Centre, cross country at the Thurgoona Equestrian Centre and the athletics carnival at the Alexandra Park athletics track. Nineteen students represented the Riverina region at state level in one sport and twelve students represented the region in two sports. Bailey Clemson and Natalie Gibbons each attended four state carnivals.

Charlie Hargreaves travelled to Darwin to represent New South Wales in tennis.

During 2014 we were fortunate to have many sporting associations visit APS to improve the fundamental skills of the students. Clinics were run by; AFL NSW/ACT, Hockey Australia, MILO Cricket Australia, and the Brumbies Rugby union team. Students also had the opportunity to attend various gala days throughout the year such as: The Paul Kelly Cup, T20 Blast Cricket day and the NAIDOC National Rugby League gala day.

Students developed skills and improved fitness levels as APS continued to run its Friday sports program for Stage 2 and 3 students who did not attend PSSA sport. Teachers coached students in sports that were being played in the PSSA competitions throughout the winter and summer seasons.

The senior girls relay team at the State Carnival

The school’s athletic carnival

In conjunction with the school sport program students also participated in the Blueearth active schools program. Fortnightly, classes are taken for sessions by a certified Blueearth instructor where specifically designed games, movements
and postures, that meet the PE curriculum requirements, are used as the basis for the program. The program also focuses on motivation, positive emotions and the development of self-acceptance and self-knowledge of students.

Enjoying the sock race at the K-2 Sports Day

In Term 2 students in Early Stage 1 and Stage 1 participated in the annual K-2 Sports Day. Students, staff, family and friends enjoyed the fun filled event.

Other

A total of 140 children completed the Premier's Reading Challenge. This was over 23% of the school population. Rupert Freeman and Natalie Gibbons received a Platinum Award for reading for a total of seven years. Thirteen students achieved a Gold Award by successfully completing four years of the challenge.

Both the Senior and Junior choirs participated in the Albury Eisteddfod and received excellent results. The Junior choir received 3rd place and the Senior choir 1st place.

Albury Public School students submitted 150 impressive entries in the Albury Show and was awarded the most successful primary school. The prize was complementary bus travel for a school excursion.

Madison Hopper won the Regional Premier’s Senior Spelling Bee final and represented our school at the State Final held in Sydney.

Two students, Charlotte Dean and Aylish Jorgenson performed at the Festival of Instrumental Music held at the Sydney Opera House.

Highly successful overnight camps were conducted with Year 3 attending Wymah Retreat, Year 4 – Borambola Sport and Recreation Camp, Year 5 - Melbourne and Ballarat and Year 6 - Canberra. On all trips, venue and bus operators acknowledged the excellent behavior, manners and interest of our students.

Learning archery at the Year 4 Camp

Classes enjoyed many specific local excursions including the Albury Library Museum, the Art Gallery, Jindera Museum, Beechworth and Wirrimanina Education Centre.

Eight Year 6 students participated in the Creative Catchment Kids Program. The students researched, wrote and illustrated a published book about a local land hero. The school received multiple copies of the published book for the library and a copy was sent for display in the National Library in Canberra.

Significant programs and initiatives

Aboriginal education

Albury Public School has 14 Aboriginal students which is 2.3% of all students. 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.

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

An indigenous garden was constructed in front of the Annexe building. The Year 5 students worked
with Leonie McIntosh, from Charles Sturt University who spoke with the students on the significance of symbols in her culture. The students painted their own stories on the rocks. These rocks are embellishing the indigenous garden.

In Term 3 all children from K-6 were able to welcome Mark Saddler, a Wiradjuri man from Central NSW. His performance was regarding Aboriginal Cultural Learning. The students learned about the making of cultural weapons, basket weaving, dance and music.

To celebrate NAIDOC Week the entire school learned the song “Let’s Recognise” which was sung at a Monday morning Assembly. The theme for National Reconciliation Week was ‘Let’s Walk the Talk’. A group of dedicated students from Years 4, 5 and 6 performed a dance, set to the music of Jessica Mauboy, in Education Week.

Four Aboriginal students received ‘Proud and Deadly’ awards which recognise the achievements of Aboriginal students. The students proudly participated in the award ceremony held at Albury High School.

In October, 29 Year 6 students celebrated Indigenous culture and rugby league at Jelbart Park. The children brought back a canvas covered with their handprints, to represent kinship and co-operation.

Values education

Parent and staff surveys were conducted in 2014 to determine which of the Department’s Values the school community found to be most relevant for our school. 130 surveys were completed with respect, responsibility and cooperation being identified as the three values seen as most relevant to our school community.

These values were incorporated in our Welfare and Discipline Policy. Each value was explicitly taught for three weeks, exploring an overview of the value and what it looks like in the classroom as well as other areas in the school community.

At each school assembly a Values Award was presented to students who demonstrated the attributes of the week’s focus value. A photo of the award recipients was published in the following week’s newsletter.

Multicultural education and anti-racism

In 2014 our school community continued to welcome and include students from diverse language and cultural backgrounds. Over 50 students have English as their second or third language. The EAL/D (English as an Additional Language or Dialect) program aims to develop the students’ competency in the use of the English language and improve their learning outcomes throughout the curriculum to the level where they can fully participate in schooling.

This year we saw our school welcome students from various countries including India, Netherlands, Hong Kong, Bangladesh, Egypt, Korea and Nepal.

Funding for the EAL/D program was provided through Targeted Support and the New Arrivals Program. EAL/D teachers Mrs Donna Hodgson and Mrs Marie Morell supported many of these students as they faced the challenges of learning English, learning in English and learning about English. The program was delivered in class and withdrawal groups were used to support students.
also. Student progress in English language learning is monitored by liaising with classroom teachers and other school support staff to ensure each student is given every opportunity to achieve identified learning outcomes.

Late Term 1 we celebrated Harmony Day. Each class produced and displayed a colourful banner highlighting the meaning of Harmony Day. Mrs Hodgson displayed a world map and all the national flags. Students used this map to identify the country of their ancestry.

Technology

Technology continued to be used to further enhance student learning in all Key Learning Areas.

Some achievements in 2014 were:

- Two staff members Mrs Sally Morris and Mr Mark Neil jointly fulfilled the part-time role of computer co-ordinator;
- A new Interactive White Board was purchased to replace one in the Annexe hall;
- The school funded student subscriptions to several online literacy and numeracy programs;
- A bank of laptops and laptop trolley was purchased for each building with lapathon funds;
- Mr Neil built a laptop repair centre; and
- Increased use of virtual excursions and video conferences for both staff and students.

Stephanie Alexander Kitchen Garden Program

In Term Two, 2014, Albury Public School commenced the Stephanie Alexander Program with approximately 120 Year Four students. The program has been a great success, with excellent feedback from the school community and notably increased engagement amongst students participating in the program. We currently use three raised garden beds to grow the produce required for our recipes and use the Out of Hours School Care Program facilities for our cooking lessons.

Many families report on the positive effects of the program, such as students establishing gardens and cooking meals at home. We are hopeful that the knowledge and skills acquired throughout the program will have lasting, positive effects on our students into the future.

Additionally, this program greatly enhances learning undertaken in the classroom, as it is designed to be fully integrated into the primary school curriculum linking with all Key Learning Areas.

Some of the highlights of the program have included a visit from Costa Georgiadis, the host of the ‘Gardening Australia’ television program, who inspired us with his message of how seemingly small endeavours can have a huge impact. Setting up a worm farm with a local “Worm Expert”, conducting our very first Stephanie Alexander stall at the Fun Fair, establishing market days, a Facebook page, a unique Stephanie Alexander newsletter and a sustainability committee are among some of our other achievements.

Costa inspecting the produce from our garden

Aboriginal background

In 2014 we received additional funding of $5 348, including Norta Norta funds, to support our Aboriginal students with their learning.

These funds were used to release teachers to develop Individual Learning Plans, in consultation with parents/carers.

School Learning Support Officers (SLSOs) were also employed to assist students with identified needs in their classrooms.

Various teaching resources were purchased, including Australian maps, showing the different Aboriginal languages and an Aboriginal sports kit.
**Socio-economic background**

In 2014 we received additional funding of $18,325. These funds were used to fund the Stephanie Alexander Kitchen Garden Program and provide School Learning Support Officers (SLOs) to support students with their learning. The funds were also used to assist students to attend a leadership conference, various camps, competitions and excursions, during the year.

**English language proficiency**

These funds were used to provide professional learning for staff, provide SLSC support for identified students and purchase quality teaching resources.

**Learning and Support**

In 2014 two Learning and Support Teachers continued to implement changes as outlined in the Department of Education and Communities ‘Every Student, Every School’ policy for Learning and Support.

Our school participated in the Federal Government's 'Nationally Consistent Collection of Data' (NCCD) for students with a disability. All class teachers identified students for the data collection, after being provided with professional learning in this area. Teachers were supported in this process by completing the Disability Standards for Education online training and the presentation of NCCD procedures by the Learning and Support teachers. One hundred and thirty students, including those with medical needs, were identified as requiring adjustments. The data was entered online and will be updated as part of this initiative along with plans for student support in future.

The Learning and Support teachers attended specific professional learning in the areas of autism and dyslexia. They also attended the local network meetings each term.

The Learning Support Team consists of the two Learning and Support teachers, School Counsellor, Welfare Teacher and the Deputy Principal. The team met weekly to consider teacher referrals, prioritise student needs and plan relevant support.

Some of the targeted support included:

- Early intervention support for a group of Kindergarten students in the area of phonemic awareness;
- Specific literacy support for seven Stage 2 and 3 students working significantly below stage outcomes in English;
- 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 2 and 3 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 were noted;
- Small group in-class support for students in literacy and numeracy, including Year 5 peer reading using the Partner Fluency Reading strategy;
- Personal development groups for identified students. These included 'What to Do When You Worry Too Much', 'What to Do When Your Temper Flares' and 'Zones of Regulation' programs. Social skills and leadership groups were also conducted; and
- Collaborative planning and provision of resources to teachers as required.

**Other significant initiatives**

**Transition to school and linkages programs**

The Year 6-7 Transition program involved Year 6 students attending Albury High School (AHS) at various times throughout the year. The initial visits consisted of half day excursions where students were given tours of the high school. The students met key personnel and participated in 'high school' lessons.

Year 6 students were also given the opportunity to participate in a Sports Day in Term 3 where they were joined by other primary school students enrolled at AHS in 2015. Enjoying a BBQ
lunch provided by AHS was a highlight. Identified students in Year 6 received extra transition visits.

For the first time this year, AHS facilitated a "Transition Day for Year 5. These students participated in a Sports Olympiad run by AHS teachers.

Another part of our Transition program involves teachers from AHS visiting our primary classrooms, one of these being the 2015 Year 7 Year Advisor. During these visits, students were engaged in art appreciation and science investigation. This provided Year 6 with an opportunity to build a rapport with their new year advisor.

Our Kindergarten Orientation program was held at the beginning of Term 4 over three consecutive weeks. The children attended a kindergarten classroom one day a week, each week increasing the hours attended. The preschoolers experienced different aspects of school life to prepare them for Kindergarten in 2015. A parent information night was held at the end of Term 3. School tours for future students and families, were conducted by executive staff throughout Term 3 and Term 4.

**Blueearth Program**

Blueearth is a national organisation devoted to active living and improving kids' physical, social and emotional health. This program has been subsidised by the Albury SS&A Club. Five teachers completed their training in this program in mid-2014. These teachers now successfully use Blueearth sessions to support learning and development of their students. Another five teachers across Stages 2 and 3 have now commenced their training with their classes.

**Visiting Performances**

During Term One K-6 students had a visit from the Questacon Science Circus. The circus was designed to stimulate and challenge an exploration of science and technology. Adapted to the age of the students, the show covered a range of topics from bubbles and balance to collisions and chemistry.

In Term 2 the students in Years 3-6 enjoyed a very entertaining play, titled 'Cyber Bully'. The play addressed the serious issue of cyber bullying among young people.

Also in Term 2 students in K-2 attended a performance called 'The Little Bad Wolf'. Life-lessons such as resilience, tolerance, positive relationships and taking action were addressed.

*Concentrating at the Teddy Bear's hospital*

Kindergarten and Year 1 students visited the Teddy Bears Hospital held in the hall. It was coordinated by the University of NSW Albury Rural Medical School Society. Activities focused on healthy eating and medical procedures.

During Term 2 Mark Saddler, presented his show 'Aboriginal Cultural Learning'. Mark is very proud of his people, the Wiradjuri people and demonstrated a full range of cultural experiences.

In Term 4 we had a visit from a talented Melbourne band, 'Bushwhizze'. Students performed 'Band of Pirates' during two evening performances for parents/carers.

**Student leadership**

The Student Councillors and House Captains play an active and valued role in our school. They were given many responsibilities throughout the year including organising fundraisers and lunch time activities, speaking at assemblies and representing our school at various commemorative events.

In Term 2 the twelve School Councillors and eight House Captains attended the ‘GRIP’ Student Leadership Conference in Albury. This day focused on developing the students’ leadership and communication skills.
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:

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

Evidence of achievement of outcomes in 2014:

- Year 3 and Year 5 NAPLAN results in reading are above state average;
- Students' progress in literacy is tracked both on the literacy continuum and in PLAN;
- Most students have achieved the expected cluster of markers on the literacy continuum;
- The average growth in reading from Year 3-5 has improved since the previous year (2014 - 66.3 points compared to 56.5 points in 2013)

Strategies to achieve these outcomes in 2014:

- Implementation of literacy programs such as L3 in Kindergarten and Year 1 classes and Focus On Reading in Yr 2-6 classes;
- Aspects of teaching literacy was embedded in all teachers' professional earning plans;
- Regular monitoring and tracking of all students on the literacy continuum and the entry of data online in PLAN;
- Targeted support of students requiring extra support in literacy by the Learning and Support teachers;
- Successful implementation of the new English syllabus and literature units trialed and evaluated;
- Targeted student support by the Learning and Support Team;
- Best Start analysis informed staff of individual student learning needs in Kindergarten; and
- Participation in the ICAS Competitions in reading, writing and spelling.

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 in all areas of numeracy; and
- Teaching programs reflect identified student needs, student targets and high quality assessment practices.

Evidence of achievement of outcomes in 2014:

- 98.8% of Year 3 students and 98.9% of Year 5 students are achieving at or above minimum standards in numeracy;
- Only 9.6% of Year 3 students in the two bottom bands in NAPLAN reading compared to 16% of the state;
Students’ progress in numeracy is both tracked on the numeracy continuum and in PLAN.

The average growth in numeracy from Year 3-5 has improved since the previous year (70.6 points compared to 56.5 points in 2013).

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

- Aspects of numeracy embedded in all teachers’ professional learning plans;
- Implementation of numeracy programs such as Count Me in too and TOWN (Taking Off With Numeracy);
- Successful implementation of the new mathematics syllabus and a scope and sequence formulated for each year level;
- Targeted support of students requiring extra support in numeracy by the Learning and Support teachers;
- Regular monitoring and tracking of all students on the numeracy continuum and the entry of data online in PLAN at the end of each term;
- Extensions lessons are planned, initiated and assessed by all teachers;
- Best Start analysis informed staff of individual student learning needs in Kindergarten; and
- Participation in the ICAS Competition in mathematics.

**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 in RISC;
- Effective transition programs into different settings; and
- Successful engagement of students in Crossing Point Learning Community events.

**Evidence of achievement of outcomes in 2014:**

- Whole school attendance is above the state average;
- Effective transition programs - Kindergarten and Year 6 – 7;
- Increased participation in our Learning Community student events; and
- Lower suspension data was evident with suspensions in 2014 compared to 2013.

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

- All staff were trained in the use of English as an Additional Language or Dialect (EAL/D) Learning Progressions to address specific student learning needs;
- Successful transition programs continued and were enhanced. Extra transition visits for identified students commencing Kindergarten and Year 7 were implemented;
- Effective student leadership programs were continued;
- Participation in Harmony Day activities;
- The Learning Support Team met weekly to determine priorities and to plan support for students requiring assistance; and
- Welfare teacher employed to assist students with social and behavior needs. Social skills and friendship groups were introduced.

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

In 2014, the school sought the opinions of parents, students and staff about the school.

Their responses are presented below.

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

- Our school is attractive and well resourced and our school teaches and promotes school values;
- Our school is a friendly school that is tolerant and accepting of all students;
• Our school has competent teachers who set high standards of achievement and challenging programs are offered to all students;
• Fair discipline and supportive welfare systems exist across our school;
• Our school is connected to its community and welcomes parental involvement;
• A focus on literacy and numeracy is maintained; and
• The school newsletter and website are effective and valued forms of communication

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The process of formulating the new school plan commenced in 2014. Staff, parents and students were surveyed and consulted to determine future directions for the school. Parents and the P & C were also involved in small focus groups.

Three strategic directions were formulated. These directions will articulate the school’s priorities for the next three years and drive the whole school culture of educational and organisational excellence.

The directions are:
1. Positive and respectful relationships in an engaging, supportive and productive learning environment
2. High performing, collaborative and dynamic teachers
3. Excellent and responsive leadership with a shared commitment for growth for all.

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)
Cathie Clarkson  School Administration Manager
Kate Preston  P & C President

Many staff members contributed to this report.
School contact information

Albury Public School
481 David Street
Albury 2640 NSW
Ph: 02 60213849
Fax: 02 60411265
Email: albury-p.school@det.nsw.edu.au
Web: http://www.albury-p.schools.nsw.edu.au
School Code: 1017

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: