

## Principal's Message

We have been careful to retain a small school culture where every child is important and special.

Teachers have been careful to assess each child's strengths and weaknesses and to pre test children's abilities before teaching. This has enabled us to develop individual learning programs for each child in Mathematics and English. Children are taught at a pace they can cope with and from their present skill level.

In order to deliver these targeted learning programs the school has made good use of teacher's aides to deliver programs individually and in small groups. Aides have been trained to deliver these programs and the teacher has modelled and demonstrated the strategies and techniques to be used.

A key philosophy in the school is **respect for oneself and respect for others and their property**. We encourage children to talk with staff about their problems and to see the principal if their problems aren't resolved. I interrupted my writing of this report because a pupil wanted to talk to me about a problem that was upsetting her. I was pleased to do so because communication is a key to solving most problems and in order to gain respect you need to show respect. Whilst in many schools her problems might seem to be a fairly small friendship problem, to her it was the most important thing in the world today.

The school puts considerable effort into making the playground a safe and happy place to be. As parents, the staff know, that a child's summation of ; "How was your day?" depends on whether they had a good day in the playground. or not. We put aide and teacher resources into the playground to ensure that all children's play needs are catered for. We run craft clubs, areas for quiet play with concrete material and toys, organised outdoor games and supervised times on outside play equipment.

We have spent considerable class time in discussing each child's responsibility to report any bullying to staff and to support any child

who is being bullied. We have also put time into counselling bullies to help them understand the impact their bullying has on others.

Bullies are quickly removed from the playground until we are confident that they will cease bullying. They will often be returned to the playground with strict supervision to ensure no further bullying.

We have put considerable effort into making our school an attractive place to be. Landscaping has been ongoing, all classrooms now have air-conditioning and we are progressively painting our classrooms in colours children have chosen.

Technology is an integral part of the classroom environment and is used throughout the day in all key learning areas. We have maintained a ratio of less than 2 children per computer.

Our current major project is to utilise our unique wildlife and flora in an ongoing monitoring, recording, and production program which will involve children in practical environmental activities on a daily basis.

The school has recently spent considerable funds on replacing worn sporting and P.E. equipment to support our sport and physical Education programs. Each child has been tested to assess their throwing, catching and movement skills. Remedial programs have then been implemented where necessary.

The school has reached its optimum size. Three classes allows effective organisation of students into 3 stage groups. Our classes are all small with only one class of 20 and the other two less than 20.

Two of our classes had full time Teachers Aides and our K/1/2 class had an aide and an Aboriginal Education Assistant to work with the class teacher.

## Our Achievements

### The Arts



Creative arts has again been an important area for Albert Park Public School this year. The school has visited the Lismore Art Gallery to view a number of exhibitions and participate in workshop. Activities included viewing the exhibition, hearing first-hand stories, participating in workshops and follow up activities. The children were very inspired by what they had experienced and further work on the topics continued in the classroom throughout the term.

Student's art and craft is displayed around the school. In particular, the 5/6 class has been involved in publishing work using the digital cameras and computer technology.

We have been fortunate to have Peter Vickery (a music teacher and parent) provide music lessons for our students on Tuesdays.



Students from Kindergarten to Year Six have had the opportunity to learn guitar, clarinet, recorder and percussion instruments. These lessons have added to the student's music experience, helped develop rhythm and timing and have been plain good fun. Students have performed at school assemblies and it has been very positive for all involved.



### Sport

Our students have been involved in a variety of events.

All students participated in the small school's athletics carnival. It was an enjoyable day with many students receiving ribbons. Three students went on to compete at zone level.

Many students were involved in the intensive swimming scheme this year. With such a good response from parents, Sport and Recreation allowed us to increase the number of students attending.

Four students attended the Small Schools swimming carnival and came home with ribbons.

### Citizenship

As part of our social skills program, students were involved in numerous activities designed to increase interpersonal skills. These included:

- Peer tutor training of Year 5/6 students to work with K- 3 students.
- Buddy reading system during quiet reading time.
- Development of debating and public speaking skills. Senior students working with younger children to develop their talking, listening and questioning skills. This included presentation skills used in formal assemblies.
- An active student council involved in the organisation of assemblies, fundraising and discos.

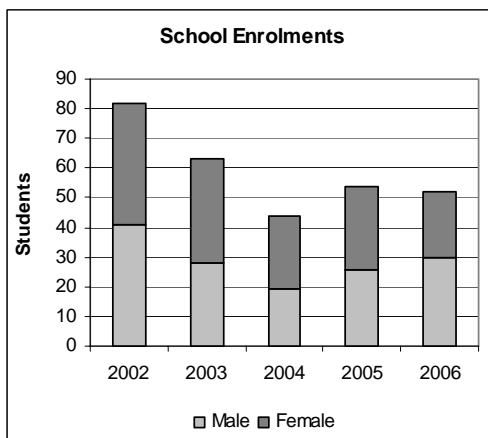
## Students

We were able to maintain small class sizes with no class exceeding 20 students. The kinder/1/2 class had a class teacher and 2 adults working each day and 1 class teacher and a support teacher and 2 Aides working for one ½ day. The ¾ class had a class teacher and an Aide working 5 days per week. The 5/6 class had an additional support teacher working one ½ day per week.

### Class Sizes

Roll Class	Year	Total per Year	Total in Class
K-1-2	K	7	19
K-1-2	1	4	19
K-1-2	2	8	19
3-4-5	3	8	12
3-4-5	4	2	12
4-5-6	4	1	20
3-4-5	5	2	12
4-5-6	5	9	20
4-5-6	6	10	20

	2002	2003	2004	2005	2006
<b>Male</b>	41	28	19	26	30
<b>Female</b>	41	35	25	28	22



The fall in enrolments was due to a fire some 12 years ago, which resulted in nearly half of our students attending other schools while the primary classrooms were rebuilt. We maintained enrolments in infants classes which moved through to primary school, however we lost many new enrolments who joined their siblings in other schools.

We also recently lost our biggest rental area, which provided large numbers of enrolments with the recent real estate boom which saw investors take their profit. The new owner residents had their children already enrolled in other schools.

### Student Attendance

Due to a number of very successful welfare programs most students have had excellent attendance rates. One or two children have incurred very poor attendance rates and resulted in the following graph showing below state average. A large number of days were due to parents not notifying the school of extended holidays.

	2003	2004	2005	2006
<b>School</b>	87.1	84.5	88.0	91.6
<b>Region</b>	93.6	93.4	92.9	93.2
<b>State</b>	94.5	94.2	93.8	94.0

## Staff

One hundred percent of teachers are fully qualified with teaching degrees or diplomas. Sixty six point six permanent teaching staff had completed post graduate qualifications.

<b>Class Teachers inc. Principal</b>	3	<b>Aboriginal Education Assistant</b>	1
<b>Temporary Teachers</b>	2	<b>General Assistant</b>	1 & 1/4days
<b>School Administrative Manager</b>	1	<b>Cleaner</b>	1
<b>Teachers Aides</b>	3	<b>Itinerant Teacher Behaviour</b>	Vacant
<b>Intensive Reading Teacher</b>	1	<b>School admin assistant</b>	1 day.

## Parent, student and teacher satisfaction.

In 2006 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below;

### Students commented on:

- How they appreciated the individual help teachers and staff gave them.
- The size of the school and the friendly supportive environment.
- How they enjoyed the air conditioning.
- How nice the play areas were.
- How much they enjoyed the privileges that went with a gold award.

### Teachers commented on;

- The collegiality amongst staff.
- The involvement of all staff in decision making
- The positive relationships between students and staff.
- The consistency between staff in discipline and welfare matters.
- Quality of communication in the school.

### Parents commented on;

- The communication between school and home.
- The welcome they received when they came to school.
- The availability of principal and staff to discuss their problems.
- The caring classroom and playground environment.
- How happy their children were at school.

### P&C Report.

The P&C has worked closely with the principal to communicate parent's expectations and directions in terms of a range of school policies and procedures.

We have been involved in the review of the school discipline policy, canteen policy, uniform policy, Priority Schools Program, The School Management Plan and the organisation and selection of excursions.

The major fund raising activities were a giant raffle and the canteen. We were able to subsidise each student on the year 3 to 6 excursion to Brisbane \$60.

The canteen has followed the Departmental guidelines in terms of appropriate foods to sell. Thank you to the canteen helpers, Lorna, David, John and Gail. Some more helpers would allow us to introduce more freshly made healthy food alternatives.

Parents are encouraged to come along to a P&C meeting or to let one of the executive know about any issues you want to discuss.

**Erin Molloy Secretary P&C 2006**

## **Student Council/Captains Report. Presented at The 2006 End of Year Assembly**

Mikhaela and Kyla

Both captains mentioned the caring and helpful staff at the school and the close friends they made at school.

They also mentioned the great time they had on school excursions with particular reference to the Brisbane Excursion.

The highlights of the School Council's activities were mentioned in terms of a number of successful charitable events including the Fred Hollows Foundation, Skin Council Sunnies Day and the Jump Rope for Heart Day.

The Council had raised over \$1500 dollars this year in fund raising activities which included, Socials, Talent Quests, Sausage Sizzles and Dress Up Days.

The Council has donated a bench seat to be put in the year 5/6 eating area in 2007.

### **Aboriginal Education.**

All significant events and days are recognised. Special activities are organised to celebrate NAIDOC week, Harmony Day and Reconciliation Events.

A Bundjalung Language program was run involving all students, but concentrating on the K/1/2 and 3/4 classes.

All children have individual programs based on individual assessment. This is a priority action for Aboriginal Students by the NSW Government. We have been developing individual education programs for all students for many years.

Ms. Hyland, an Aboriginal Teacher at the school has been very helpful in bringing an Aboriginal perspective into all areas of school activity.



## **Progress on 2006 targets**

### **Target 1. Inter School debating in place.**

We didn't achieve the level of interschool debating we wanted due to the re-organisation of our collegial small schools group. However we did attend a number of debating days organised by Richmond River High School and debated other primary schools.

We maintained our school debating programs. These were very popular with students.

### **Target 2 Continue and maintain Talking and Listening Programs**

Strategies to achieve this target included:

- Maintaining small group work in 2 junior classrooms.
- Employing additional Aides to deliver targeted talking/listening programs.
- Maintaining classroom emphasis on talking and listening programs.

Our success was measured by:

- Students readily engaged in conversations with both other students and staff.
- Students used descriptive language in their conversations.
- Student language showed improved structure and clarity.



### **Target 3. Increase Basic Skills Results**

Strategies used to achieve this target included:

- Work on test technique to reduce careless errors by half.

- Placing greater emphasis on those areas in English and maths identified for development and increase student performance in those areas.

Our success will be measured by:

- Increased student performance in identified areas.
- Careless errors reduced.

As we had only two students matched between year 3 and year 5, Basic Skills aggregate data was not helpful in evaluating our success in this area. Individual student data would indicate that students had become better at problem solving and successfully completing assessment tasks.

School analysis of errors, while still showing many careless errors, showed a reduction in this area this year.

### **Target 4. Assess gross motor skills and implement targeted programs to improve those skills.**

Strategies to achieve this target included:

- Assessment of students targeted this year. Testing of all new students.
- Targeted programs in place.

Our success will be measured by:

- Data collected showed increased skill levels for targeted students.
- Programs in place

We have worked hard on improving student's sports skills in P.E and sports programs. A pleasing result from this work has been the increased numbers of students playing after school sports.

The school has actively sought out sporting organisations to run workshops at the school. Soccer, Australian Rules, Hockey and Rugby League workshops have been run.

The school baseball team which plays after school on a Thursday has been a popular and successful activity organised by Ms. Hyland.



### Student Performance

The Basic Skills aggregate data was for the most part not helpful in assessing school performance as, only two students, who were on special programs were matched between year 3 and year 5 and a large proportion of students were on integration funding with individual education programs in both year 5 and 3. This is often the case for small schools where small numbers of students sit these tests.

However the Basic Skills Data was valuable in identifying the challenges facing the school for individual students and test item analysis was useful.

The school has organised targeted programs to address problems identified in BST analysis and has consistently been in the top 20% of schools in terms of value added between year 3 and year 5.

With a large proportion of new students in year 3 and 5, many of whom have come especially to our school to improve their academic performance, the BST information is valuable in setting up programs to increase student performance.

We had 6 students sit the BST in year 3 and 10 children sit the year 5 BST. Two year 5 students didn't complete all sections of the test due to either disability or absence.

### Literacy Year 3

### An analysis of Year 3 Basic Skills Test results showed the following areas of strength and weakness:

We showed particular strength in:  
Text that narrates: locate directly stated information; Interpret a visual image by making connections to the text it supports; Sequencing events in chronological order; Identifying an image by making connections to labels, a caption and own knowledge (sugar is sweet); Identifying the author's point of view; Describing text factually.

### Areas for development

Identifying the main idea in a paragraph; Interpret who characters are in a visual image; Identifying the purpose of a diagram in a text; Choosing the present tense to describe events in an information report; Using a capital letter to commence a proper noun; Choosing the correct form of the past tense.

### Writing Strengths

Using three or more strategies to develop descriptions; Nearly all clauses correct in writing; Nearly all sentence punctuation correct; Using four or more examples of descriptive language.

### Areas for development.

Using correct verb form; Subject-verb agreement correct; Prepositions used correctly; 1 or 2 examples of evaluative Language used; Evaluative persuasive language: 1 or 2 examples of evaluative language.

### Maths Year 3

### An analysis of year 3 Basic Skills Test results showed the following areas of strength and weakness:

### Strengths

Recording a half hour time (10:30) on an analogue clock; Identifying and name a prism (triangular prism) from a group of 3D objects and a 2D shape; Space - visualising the result of cutting into paper which has been folded once (hexagon); Mass (understand that 1000 g = 1 kg and work out the number of additional 100 g units needed to balance 1 kg (4 x 100 g units).

### Areas for development:

Colouring one quarter of a circle that is divided into eight equal parts; Determine the rule (count backwards by 10) in a number pattern and identify the missing terms (514 and 494); Number (estimate the total of two four-digit numbers within a given range (between 1150 and 1250); Whole Numbers: complete a column graph using information in a table.

### **An analysis of Year 5 BST showed the following strengths and weaknesses.**

#### **Literacy Strengths:**

Infer information that is implicit in the Story; Sequence events in chronological order; Make an inference that is implied but not stated in the story.

#### **Areas for development:**

Conjunction: identify the word and as a joining word; Punctuation: choose a capital letter to commence a proper noun; Follow a pronoun reference (them) to locate information; Identifying two different purposes within one text; Selecting a comma to end a first position dependent clause, not a full stop or question mark; Making connections between own knowledge and information in a text or use the support of a visual image.

### **Year 5 Writing**

#### **Strengths:**

Text function: describes factually; Clause pattern: nearly all clauses correct; Spelling: common/simple words spelled correctly; Punctuation: nearly all sentence punctuation correct; three or more strategies used to develop descriptions.

#### **Areas for development.**

Introduction: simple factual introduction; Paragraphs: three or more logical paragraphs; Articles/plurals: correct use of articles and plurals; Successful plot summary and description of features; Descriptive language: 3 examples of descriptive language; Punctuation: significant errors in sentence level punctuation.

### **Student Performance – Conclusion**

This year we have significant challenges in the senior classes to improve student outcomes for year 6. We also have a number of new students in

year 5 who require considerable remedial work. The school is organised to cater for individual student needs. The structures are in place to work on the above identified areas needing development.

The priority schools Funding report will explain this further.

### **Priority Schools Funding Program Evaluation Targeting Literacy and Numeracy.**

#### **Section 1: Overview**

The programs implemented in 2005 saw improvement in many areas for our students. As a result, the Focus areas were to be maintained and improved upon in 2006. The STLA team formed in the previous year was to continue to evaluate and collect data.

Analysis of the Basic Skills test showed improvement in literacy and maths. The emphasis we placed on our Talking and Listening programs was also reflected in our writing results where we had growth in writing skills well above state averages. However, while we had made significant gains across the Basic Skills Tests, our weaknesses are still in the areas of higher order more abstract thinking questions in Literacy and in understanding mathematical language in Numeracy.

While our parents are very supportive of school policies and procedures, our community involvement has been both disappointing and encouraging. We recognized the need to improve parent involvement in to our school and wanted to continue to improve this Focus area.

#### **Section 2: Focus Areas and Targets**

##### **Focus Area 1: Literacy**

##### **Target Area: Talking and Listening**

Analysis of the Basic Skills results and information gained from school-based data, have shown that the programs implemented from 2005 have proved successful in meeting the specific needs of our students. The implementation of small group work in both Maths and Literacy to develop student vocabulary was supportive of students needs. Therefore, we chose to continue the same program for the following year.

## **Focus Area 2: Parent/ Community involvement**

Parent/community involvement is an area we are always seeking to improve on. We recognize the important role our parents have within the school. Our aim was to improve parental involvement in our classrooms. In particular, we wanted to involve parents in activities that would support boy's education strategies. Whilst using the Bundjalung language program as part of our Literacy focus, we felt the need to extend this role as a mentoring program for many of our students as well.

Effective communication between school and home has been achieved through the newsletter as well as conducting information nights on curriculum, school policy and practice. We hoped to maintain and extend involvement in these areas.



## **Section 3: Implementation**

### **Focus Area 1: Talking and Listening**

The students in the K-4 classes were again supported through structured literacy/math's programs in small groups based on students needs. This involved the STLA, class teachers and teachers aides working together to evaluate and collect baseline data, programming and organizing resources to meet students needs in the classrooms. Like last years program, students rotate between class teacher, aide, AEA and STLA in small groups in Literacy and Maths, particularly to develop students vocabulary. Staff have a folder for each group outlining activities, outcomes and assessment.

With the appointment of a new class teacher, initial staff meetings were used to discuss the scope and sequence document developed for the assessment and programming of Talking and Listening. We also looked at school resources available, including any software that would support the targeted programs. Professional

development in Literacy for staff and teachers aides occurred throughout the year. To monitor student progress, both in-school assessment tasks e.g. running records, BURT, Neal analysis, writing assessment tasks, as well as external assessment data e.g. Count Me In Too assessment tools were used and programs changed according to needs.

The Bundjalung languages program was meant to start at the beginning of Term 1. However, due to circumstances, we were unable to involve the Bundjalung language program into the class program until second Term. The students in K-4 rotated in small groups during the literacy session two mornings a week and were involved in specific activities to develop talking/listening reading and writing skills whilst integrating the Bundjalung language.

Talking and Listening scaffolds were again used in the senior classes to develop public speaking skills. Inter school debating was part of our focus to extend and develop our students public speaking skills. Students were involved in special days with Richmond River High school in the areas of Science and Maths.

We were going to use web services to support discussions and debating between other schools, but this did not occur. This was mainly due to time constraints and problems encountered with web services. We are hoping to have all staff and students properly trained in the use of web services for next year.

Reader's theatre plays and other public speaking activities were performed at assemblies by all grades throughout the year. Senior students helped students from other classes to jointly-run assemblies.

Throughout the year we have developed student skills in the use of different types of technology. PowerPoint presentations for student reporting and assessment continued this year. Students also used PowerPoint presentations to highlight school events that occurred throughout the year. A school newspaper was developed by senior students and work from all grades was included. Students in 5/6 have been tutoring students from year's two to four in publishing their work on the computer.

## **Focus Area 2: Parent/community involvement**

Throughout the year we have held information sessions for parents on school policy and practice. Our website and newsletter has been our major

form of communication for parents and the wider community. This year, parents have been involved in tutoring students in music, supporting class literacy programs and helping with sport. Our special end of term assemblies has received a lot of parent support. We have also had community members involved in sport skills programs for 5/6 and supporting Individual Learning Programs for literacy in the K-2 classroom.

#### **Section 4: Findings**

##### **Focus Area 1:**

From our analysis of school-based data, all children in the Kinder to Year 4 classes have improved significantly in both Literacy and Maths; particularly noticeable is the improvement of language skills. All students are quite confident in public speaking. Power point presentations have helped develop student confidence as well as developing necessary skills in reading, writing and speaking. Having the older students as mentors to younger students has helped considerably. In Maths, students are more confident in using Mathematical language. Behaviour problems are significantly reduced due to small group work which targets specific children's needs. All students are comfortable in participating in activities and are actively engaged in lessons. As a result, attendance at school is excellent.

The team work involving teachers, aides, STLA and community members has again been affective in supporting our students. Time has been allocated to ensure all staff is familiar with student needs and also with the appropriate resources in which to meet those needs. The Bundjalung languages program has supported our students again this year in terms of developing talking and listening skills.

Overall, our Basic Skills results demonstrate improvement in Literacy and Maths. In particular, students on individual learning programs did very well. Individual performances show student's improvement in both Literacy and Maths. While we have seen significant improvement in these areas, our results also showed some areas we need to target. In writing it is obvious that our strengths are in descriptions, information reports and factual writing. We have also had improvement in grammar and spelling skills. Our weaknesses were in the organizational structure of literary recounts. Introductions, paragraphing and conclusions

certainly require more explicit teaching. We need to focus on complex sentence structures and the effective use of complex punctuation.

The Basic Skills in Numeracy showed that the school was solid in mathematical operations and number fact knowledge. In year 3, a few areas for development were identified:

- Identifying 3D models
- Number patterns involving place value, and
- Understanding terminology used in volume and mass.

In year 5 our areas to improve include:

- Visualizing and identifying a 3D object from properties given.
- Converting and rounding centimetres and metres.
- Number patterns in place value, and
- Converting grams to kilograms.

Recording of student progress has enabled staff to address the needs of students and adjust programs and resources accordingly.

##### **Focus Area 2:**

Parents are supportive of school practice. Parents are quite comfortable in discussing any issues and parent meetings are always well attended. We have some parents involved in our school on a regular basis, but not nearly as many as we would have hoped.. The posting out of newsletter ensured that all parents receive updated information on events and activities in both the school and community. A few parents have recently been involved in literacy and mathematical programs to allow them to support their own children at home. These parents are willing to work in the classrooms next year. We need to find more productive ways of involving parents in their child's education, both at school and at home.

#### **Section 5: Future Directions:**

##### **Focus Area-Literacy Talking and Listening**

The organizational structure we have used over the last two years in the K-4 classes continues to impact successfully on our students as shown in the Basic Skills tests and in-school assessment. We are going to continue this again next year. The

Literacy team will begin in Term One again to assess all students and allocate resources to meet student's needs. This will include updating resources as necessary. We are also hoping to maintain our Bundjalung language program to support the Talking and Listening programs. Hopefully, we will be able to implement our program from last year involving web services and debating/discussions with other schools.

### **Writing**

As shown in our Basic Skills results, we need to strengthen our students writing skills. At the beginning of Term One, we will assess students using a writing assessment task on specific text types. Areas of need will be targeted in small group literacy sessions and at the end of each term students will again be assessed to monitor progress. Programs will then be adjusted to meet ongoing student needs. Albert Park already has many teacher resources. Staff will be updated on resources appropriate for the explicit teaching of writing skills.

### **Maths**

Students are demonstrating that they are able to use mathematical language, but analysis of Basic Skills shows this is still an area that needs to continue to be developed. A focus for next year will be the explicit teaching of mathematical language when used in problem solving. Professional development for teachers and support staff will be a priority. Professional development will occur at staff meeting to familiarize all staff with the use of resources, including any computer software.

Staff members will also be involved in the Numeracy Action Group workshops. At the beginning of Term One all students will be assessed. Students will be placed in small groups based on their needs as is done in the Literacy sessions. All resources will be reassessed and updated as needed.

### **Focus Area: School and Community partnerships.**

As part of the Community Involvement focus, we will be involving parents in classes to assist with Literacy and Math's groups. We will be looking at employing a Community Liaison Officer, with the help of the PSFP consultants, to review our parental resources list and develop community partnerships.

With one of our focus areas to be mathematical language, we will arrange parent information and learning sessions. We would also like to develop resources for parents to use at home. Our newsletter is quite effective at providing parents with information. Next year we will look at adding information such as: strategies for helping with literacy and maths, useful books or internet sites for educational games, classroom news on curriculum areas being taught in class.

Our school is currently working on a submission involving an environmental education program to support boys' education strategies. This program would support the literacy programs in place and also allow for more parental involvement in our school.

### **Section 6: Communication**

Our school has been involved with meetings with parents and community member on both formal and informal levels. Parents are informed through newsletters and P & C meetings on school policy and projects. Programs are discussed at targeted staff meetings. Staff members and the principal are involved in writing projects which are then presented to the community for discussion and feedback. Parents have been supportive and many new parents from this year are looking forward to participating more in next years activities.

### **Key Evaluation 1. Gross Motor Skills and Sport.**

We followed up our 2005 assessment and program effectiveness by assessing each child's skill levels in 2006. While we found that students who had undergone the 2005 program had significantly increased their skills, there was still much improvement needed. We also found that approx 1/5 of our students were new to the school or had returned from other schools and so needed a basic program to bring them up to the skill levels of their peers.

Sports programs were modified to include skill training as part of each game. We extended the number of sports students participated in and have encouraged students and parents to participate in out of school sports activities.

Class P.E. programs were increased and targeted at specific skills identified in the assessment.



The school re-organised the storage of sports and P.E. equipment and replaced worn and damaged equipment.

The level of commitment to improving gross motor and sports skills will be maintained in

## **Key Evaluation Area 2 Reporting and Assessment.**

We undertook an extensive review of our assessment processes and particularly the use of formal assessment tasks. In order to develop consistent teacher judgement we shared student work on assessment tasks at staff meetings and rated this work according to stage outcomes and work samples.

Extensive use of the work samples and grading examples from the Board of Studies website were used to develop teacher expertise in grading and assessing writing and maths.

While the basis of assessing student work is in terms of the outcome statements and the specific competencies taught, the work samples provided gave concrete examples of these skills.

The end result of our analysis of assessment practise was a more rigorous and accurate description of the quality and standard of student work. The end of year report met all of the new reporting requirements with students gaining one of the following;

### **Assessment of achievement**

**Outstanding:** The student has an extensive knowledge and understanding of the content and can readily

apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**High:** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**Sound:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**Basic:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**Limited:** The student has an elementary knowledge and understanding in few areas of the content

and has achieved very limited competence in some of the processes and skills.

The five point achievement scale used above equates to the A to E grade scale.

Student were also given a 5 point rating for effort.

### **Assessment of effort**

Effort is shown using the scale 5 4 3 2 1 from most effort to least effort.

### **Targets for 2007**

1. Develop units of work for Maths, Literacy and Language across the school. Utilise the Priority Schools Program maths literacy project in class K/1/2.
2. Develop rich assessment tasks in all key learning areas and continue consistent teacher judgement activities.
3. Involve parents more in their children's schooling.
4. Use the Quality Teaching Framework to develop classroom learning experiences
5. Develop Environmental monitoring, planning and enrichment activities across the curriculum.

### **Professional Learning**

The school received \$5369 for professional development which was spent on developing quality teaching in the school.

Staff attended courses on maths, literacy and science .

Other funds, including Priority Schools Funding were spent on a range of courses including, increasing parent involvement in the school, individual learning plans for students, Aboriginal Dare to Lead Program, Remedial Teaching, Aboriginal language, Web Services and Autism.

Administrative staff attended a number of training days in office management and using new technology.

The principal attended a number of conferences and courses run by the department and the principal's council.

Excursions	5 417.77
Extracurricular dissections	1 301.80
Library	1 932.34
Training & development	359.11
Tied funds	118 719.16
Casual relief teachers	15 920.94
Administration & office	31 366.69
School-operated canteen	0.00
Utilities	16 053.15
Maintenance	5 891.20
Trust accounts	8 605.96
Capital programs	6 625.00
<i>Total expenditure</i>	<u>219 342.15</u>
<b>Balance carried forward</b>	<u><u>50 835.32</u></u>



Erin Molloy P&C rep and parent.

### School contact information

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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

**David.Bartholomaeus**



### 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.

Alison Bath Teacher

Fiona Hyland Teacher

Andrina Bennet SAM and Parent

Kirsty Kelly Parent

