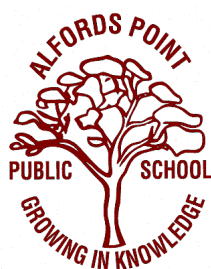


Alfords Point Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Alfords Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Annette Wein

Principal

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School background

School vision statement

Our vision is that all students at Alford's Point Public School show consistent annual growth in the core learning areas and exhibit the characteristics of a future focused learner. They understand what they are learning, how they are going, where they will go next and can interpret assessment results and act on this understanding.

School context

Alford's Point Public School is a well established school with ten air conditioned classrooms. The school is well resourced and the physical environment has been enhanced by the construction of a COLA and a new hall. Students from the school are from a range of cultural backgrounds with 42% from backgrounds other than English. The school accommodates 14 teachers and is a P2 school.

The school has a strong partnership with parents and the community and has formed a Community of Schools Between The Rivers (COBSTR) where innovative programs and collaboration are the focal point.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Alford's Point Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We aim to prepare young people for rewarding lives in an increasingly complex world. Our vision focuses on improved performance for every student, every teacher, every leader, every year.

The School Excellence Framework is pivotal in supporting our work in the pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains which define the core business of excellent schools in three stages. Each year, we assess our practice against the Framework to inform our future school plan and annual report. The description of excellence in the Framework supports our school as we engage our learning community in the demonstration of our shared vision, the processes and practices which realise our strategic priorities, and the ongoing tracking of progress towards them.

The focus at Alford's Point Public School is on our students. Every child is known, valued and cared for. We acknowledge that parents want the very best for their children. In our setting this means teachers possess a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, as they join the Alford's Point community and their individual potential developed. As our students progress, it means knowing that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

In 2018, we have achieved growth in each of our strategic directions as we embarked on our three year plan.

Learning

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in classrooms with peer observations and lesson modelling. Students use formative assessment strategies such as feedback and goal setting to achieve growth. There is an emphasis on literacy and numeracy.

The wellbeing of each student underpins the core business of the school. Positive, respectful relationships are evident among staff and students and supported by the three core focus areas – Take Care of Yourself, Take Care of Each Other, Take of This Place. There is a whole school approach to wellbeing with clear expectations to create a positive teaching and learning environment for all. All students have the opportunity to connect, succeed and thrive. There are systematic policies and procedures to identify and address student learning needs with a strong Learning and Support team. Student reports contain detailed information about individual student learning, achievement and next steps to

support growth. Parents are kept well informed of student progress through parent teacher interviews and meetings.

Teaching

Alfords Point Public School teachers collaboratively plan, program and evaluate using student data to evaluate the effectiveness of their teaching practices and provide explicit, specific and timely formative feedback to students.

The teachers collaborate across stages to ensure consistent pedagogical practice K–6 and improve teaching and learning. Feedback from peers and school leaders is directed to improve practice.

The school formulates professional learning to address and align with identified areas of the school plan. Professional learning is both school based and targeted with teachers encouraged to actively plan their own professional development as identified in their Performance Development Plans.

Alfords Point Public School teachers demonstrate responsibility and professionalism in maintaining and seeking accreditation. Two teachers were accredited at proficient in 2018 and all staff are now maintaining accreditation.

Leading

Alfords Point Public School promotes and supports the development of leadership skills in staff and students. Distributed leadership has provided opportunities for several staff to take on leadership roles in a relieving capacity. The school encourages parent and community members to engage in school related activities. Links with other schools, preschools and the wider school community have been fostered and supported.

The school maximises the use of resources by strategic physical and financial management. Equitable access for all to resources including technology and the flexible use of learning spaces supports student learning and improved student outcomes.

Alfords Point Public School's participation in the 'Tell Them From Me' suite of surveys enables the school community to provide feedback on systems, procedures and practices. The feedback assists the school to be responsive to the need of the school community and affords the opportunity for the school to critically reflect, celebrate successes and act on areas of need.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Surfing for the future

Purpose

Promote a culture of excellence, by providing challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents, have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.

Overall summary of progress

In 2018, Alford's Point Public School GAT students and those requiring support were identified and programs developed to enhance learning experiences. This was achieved through well-developed and current policies, programs and processes that identify, address and monitor student learning needs. The COSBTR Community of Schools and school based enrichment programs supported identified students through offering students a variety of opportunities to participate in a selection of programs including public speaking, debating, Premier's spelling bee, Premier's reading challenge, Create South, PSSA, environmental team, coding, Number Crunchers, leadership programs, Menai High School enrichment program, STEM enrichment and school spectacular.

The GAT program addresses the needs of identified student groups with curriculum provision meeting community expectations and students offered a range of extra-curricula opportunities including differentiated curriculum delivery to meet students' individual needs. Student feedback via Tell Them From Me surveys and in-school surveys highlighted the value placed on these opportunities by the Alford's Point Public School community and this was supported by the number of participants. Student performance measures, NAPLAN, PLAN and in-school data supports the benefits of these programs (and identifies the school as delivering value added for Years 3–5 and Sustaining and Growing for years 5–7 against the School Excellence Framework)

Teachers differentiate curriculum delivery to meet the needs of individual students with teaching and learning programs demonstrating evidence of differentiation. Identified students had Individual Educational Plans (IEP) and Personalised Learning Plans for Aboriginal students (PLP) targeted to address their individual areas of needs and supported via LaST, EAL/D and SLSO support. Staff implemented Bump It Up walls to promote student learning goals, learning intentions and success criteria. This has resulted in students beginning to become drivers of their own learning. Staff utilise benchmarking, SENA, PLAN and ACER assessment data to develop IEPs and PLPs, differentiate the curriculum, drive student learning and improve student outcomes.

Collaboratively developed literature units were written to support the introduction of the Learner Qualities required for learning. The development of these units was supported by professional learning to build staff capacity and understanding. Rich texts were purchased to facilitate character studies of the intended learner quality. LAST, EAL/D and QTSS staff worked with classroom teachers in the preparation and delivery of lessons in order to enhance student learning and offer differentiation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing proportion of students in the top 2 bands of NAPLAN.	Learning and Support Teacher, EAL/D and QTSS staff	Year 5 Reading 40.6% in top two bands. Year 3 Literacy 83% in top two bands. Year 3 Numeracy 57% in top two bands.
Increasing student growth on internal and external measures.	Learning and Support Teacher, EAL/D and QTSS staff	ACER testing was implemented K–6 to support student learning. Majority of students demonstrated positive growth in SA spelling, torch test, SENA and reading levels (benchmarking). Results from ACER data, SA spelling, torch assessment and benchmarking reflect the effect sizes and demonstrate positive student growth across K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of teachers using Learning Intentions and Success Criteria in their classrooms as normal quality teaching practice.	Nil cost	<p>Teachers beginning to use Learning Intentions Success Criteria (LISC) in some lessons evidenced in programs. Resources to support the implementation of formative assessment strategies and LISC were developed and are displayed in classrooms to support learning.</p> <p>Bump it up walls established to support student learning and develop student learning goals.</p> <p>Staff engaged in professional learning to build capacity and understanding in the implementation of formative assessment strategies, learning intentions and success criteria</p>

Next Steps

- Individual learning goals set for each student with further understanding of LISC, so that LISC is routinely embedded into lessons and becomes normal quality teaching practice.
- Use results from ACER tests to pinpoint students weaknesses and strengths and plan lessons accordingly.
- Improve expected growth in NAPLAN from Years 3 to 5 in writing through targeted interventions and use of data to drive future teaching and learning.
- Program planning reflects differentiation of teaching and learning, formative assessment strategies and LISC are evident in mathematics and English programs.
- Learning and support programs identify, support and monitor students through the development of PLPs, ILPs and Gifted and Talented programs.
- Investigate developing typing skills programs to build students capacity as they transition to NAPLAN online.
- Develop rubrics that support quality teaching and learning programs.
- Align timetables, proformas and programs to meet NES requirements and demonstrate best practice.
- Develop K–6 mathematics scope and sequence to support curriculum implementation.
- Executive led review of whole school welfare and behaviour procedures for the whole school. Aligning of awards systems to the Learner Qualities and development of visuals to support the adjusted systems and Learner Qualities.
- Professional learning to support the implementation of the new science and technology syllabus.
- Professional learning to introduce the learning progression and build staff understanding of how to utilise the progressions to support student learning and track growth.

Strategic Direction 2

Standing together hand in hand

Purpose

Establishing a culture of learning throughout the school whereby all students grow into assessment capable and creative visible learners by using identified strategies and metacognition, embracing the joy of learning, connecting, succeeding and thriving and being self motivated in order to reach their full potential as life long learners.

Overall summary of progress

In 2018, Formative Assessment was incorporated into programming. The specific strategies of learning intentions and success criteria were the focus. Units of work were collaboratively developed in English and mathematics, by stage teams, to include these strategies and various techniques including exit passes, traffic lights, thumbs up – thumbs down, two stars and a wish. Teachers received more instantaneous feedback from students so as to gauge their understanding at that point in time.

Teachers across K–6 incorporated the strategies into many other lessons across all Key Learning Areas. This helped to build a common language across the school. A set of universal visuals was developed to support students and teachers.

The use of LISC and samples of good work enabled students to have a clear picture of teacher/ task expectations. Students were able to seek clarification, if needed, before proceeding with tasks. At the completion of tasks students were encouraged to reflect on their work by referring back to the success criteria. Providing feedback to students that moves the learners forward is more common place and students are using some techniques to provide feedback to each other.

Students began to take greater ownership and responsibility for their own learning. This was underpinned by their understanding of the learner qualities identified by the school community of Alford's Point Public School. A turtle visual was introduced to describe the learner qualities and clearly identifies the learner qualities needed to be a Turtle–y Awesome learner.

Teachers observed each other delivering the units of work that had been collaboratively developed by stage teams. These observations were discussed at teacher feedback sessions during Teacher Professional Learning time. Teachers were able to act on feedback and make necessary amendments to teaching/learning programs.

Staff participated in the 'Mathematics Building Blocks for Numeracy' professional learning demonstrating that they are committed to their ongoing development as members of the teaching profession. This has supported the staff's understanding of the numeracy continuum and data analysis. This knowledge has been transferred into the implementation of 'bump it up walls' in classrooms to support student learning goals and develop a more visible learning environment. Teachers analyse and use student assessment data to understand the learning needs of students so that they can target learning to meet needs, report accurately to parents, support individual student learning goals and ensure the curriculum is differentiated to address all students' needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of student data to inform teaching and planning in English and mathematics.	QTSS funds allocated	Positive student growth reflects consistent attainment towards 0.4 effect size increasingly evident in Literacy and Numeracy.
Increasing numbers of teachers use student individual learning goals to co-plan and monitor student growth through effective feedback.	Nil cost	Learning Intentions and Success Criteria have formed at good foundation for visible learning. Teachers and students are beginning to use work samples as starting point to set individual goals. There is some evidence in classrooms of data walls showing student growth.
Observations/Walkthroughs show increasing quality of the transformational change in teachers including formative	\$5000	Teacher performance and development reflections demonstrate an engagement with change and consistently improving teaching practice. Increasing collaboration and teamwork is evident in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
assessment.		classrooms. Common language and signage of learning is beginning to be reflected in a number of classrooms.

Next Steps

- Purchase of ACER teaching resources and professional learning to support staff in the implementation of the ACER assessments, understanding of ACER bands, incorporation of the ACER teaching resources to drive student learning, analysis of the data and utilisation of the data to support student learning goals, success criteria and improve student outcomes.
- Staff Professional learning to support embedding formative assessment strategies into classroom practice and the routine inclusion of learning intentions and success criteria in mathematics and English lessons.
- Development of whole school yearly assessment schedule.
- Staff align Performance and Development Plan professional goals to the teaching standards. Staff reflection on Performance and Development process to ensure authentic evidence is collected and aligned to professional goals and school strategic directions.
- Expand collegial observation program to include various styles and purposes of observation, with oral and written feedback supplied at the conclusion of each observation supported by the development of an observation proforma.

Strategic Direction 3

Soaring to great heights

Purpose

Establishing a culture of successful learners who have a sense of wellbeing and will self regulate and lead their own learning, connecting all members of the school community to empower life long learning and a pathway to become active and informed citizens. By sharing information about learning, parents are active participants in their children's education. Building teacher and leader capacity to create a positive impact for successful student learning across the school and broader community.

Overall summary of progress

At the beginning of 2018 staff and students were surveyed to determine the most important learner qualities. The learner qualities of bravery, commitment, attentiveness, togetherness and enthusiasm were ranked as the most important for learners and would allow for learning to be visible to all.

Staff undertook professional learning in each of the learner qualities as well as critical and creative thinking. This built on the visible learning professional learning undertaken in 2017 as underpinned by John Hattie and the professional learning undertaken in 2018 by executive staff delivered by Professor Bill Lucas. Timelines for delivery were established and the professional learning driven by staff at the school.

Staff worked collaboratively in stage groups to develop units of work in literacy that focused on a character study and the portrayal of the intended learner qualities. Quality literature was purchased and used to support this. LaST, EAL/D and QTSS staff worked with classroom teachers in the preparation and delivery of lessons in order to enhance student learning and offer differentiation.

A common language was established and students and staff talked about the learner qualities in class, in the playground, at assemblies and in the newsletter. Staff worked together to develop a visual representation of the learner qualities shared language with links to formative assessment and critical and creative thinking strategies for building the learner qualities in students. This was published as a visual chart and distributed to all staff.

Staff also worked collaboratively to develop a maths unit of work that taught the learner quality, togetherness. This allowed staff and students to make links to other learning areas. As a result of these initiatives, staff have developed a sense of what the learner qualities are and how they can be taught in classrooms.

Staff capacity has been built through professional learning, exposure and team teaching. Students are able to articulate what a good learner looks like and what qualities they demonstrate. Students are beginning to recognise what they need to do in their learning to demonstrate the learner qualities.

Informal sharing of the learner qualities with the school community was achieved through newsletters, reports, weekly awards and acknowledgements. Students have also opened the lines of communication with their families by sharing their learning. Parent teacher interviews and three way conferences provide an opportunity to talk about the learner qualities students were portraying as well as their growth.

Alfords Point Public School actively made connections and developed links with the local preschool through staff attendance at preschool transition night talks and hosting the local preschool at school events such as the Easter Hat and Book Week Parades. The school has continued to strengthen its ties with local schools to ensure all students have access to quality enrichment, leadership, public speaking and performing arts programs.

In 2018 Alfords Point Public School initiated a wellbeing program for the Year 6 boys to compliment the Year 6 girls program. The purpose of the Men's Shed program was to engage the boys in learning and support their social and emotional wellbeing through the development of a mentoring program. The program was well received by the school community with the P&C requesting to financially support the program moving forward to ensure it continued in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive, respectful relationships are evident and widespread among students and staff and	Quality literature purchased \$3000	Staff collaborated to develop units of work to teach students about the qualities needed to be a learner. Formal observations were carried out by staff in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>		<p>agreed teams. Reflections of these observations demonstrated a consistent use of learner quality language being used across the school. Learner qualities were encouraged across all learning areas by staff and surveys of staff demonstrated an increased confidence in teaching the learner qualities to their students. Staff also indicated the worthwhile nature of drawing out these qualities in their students. Student surveys indicated that students were aware of the learner qualities being addressed and could articulate the benefits of demonstrating these learner qualities. Discussions between staff and students, and students and students involves the use of the common language of the learner qualities.</p>
<p>Instructional led change in learning dispositions and learner qualities are increasing across the school.</p>	<p>Nil cost</p>	<p>Professional learning of all staff led by an Assistant Principal, in the introduction of the learner qualities. Evidence in classrooms shows that staff are taking on this change. Connections between learner qualities, formative assessment and critical and creative thinking are being utilised in the classrooms to varying degrees.</p>
<p>Increase in community engagement in the learning and wellbeing of their children, our students.</p>	<p>Teacher relief to run parent workshops and catering. \$2000</p>	<p>Parent information sessions held at the beginning of the year explicitly shared the focus for learning and growth for all students in 2018. Parent workshops delivered in ES1 and pre Kindergarten sessions in Literacy and Numeracy increased understanding of student learning at school for families. Support by the P&C to fund the purchasing of resources and furniture to promote learning was received. Parental support was provided for student led wellbeing events such as fundraisers for fire services and farmers. The Stage 3 Men's Shed program was initiated in 2018. This program focused on developing the social skills of our students whilst engaging with the broader community.</p>

Next Steps

- Executive led implementation of learner qualities including the development of an odd/even year scope and sequence and timeline for implementation. Development of a resource list and resources purchased to support the implementation of new units of work. Learner qualities highlighted in weekly staff overview, discussed at assemblies and staff encouraged to include in weekly lessons to build knowledge and capacity of students and staff.
- Opportunities for staff to develop leadership capacity including succession planning to be established to facilitate the sharing of knowledge and skills and building of staff capacity to facilitate programs success and continuation is not impacted by staff movement.
- Establish COSBTR executive leadership program that provides opportunities and development for Assistant Principals to further refine and develop leadership capacity and skills across the COSBTR, Woronora River Network and within Metropolitan South Operational Directorate.
- Build the school profile within the wider school community to become the school of choice for families.
- Encourage student voice and leadership through providing a range of leadership opportunities for students both within the school and externally.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2786	All Aboriginal students are supported in the classroom and have a Personalised Learning Plan based on their Literacy and Numeracy needs. The plans are developed with parent/student/teacher input and reviewed termly. Academic reports reflect student progress and achievement in Literacy and Numeracy for all Aboriginal students.
English language proficiency	\$67619	<p>Children with EAL/D background are supported in the classroom. The EAL/D teacher supports classroom teachers in delivering lessons in literacy and writing.</p> <p>Individual programs, small groups, pre and post NAPLAN activities run throughout the year. The programs focus on language and communication, literacy, numeracy and social integration. The programs address the identified needs of the students and support all students learning needs.</p> <p>School Learning and Support Officers and community volunteers have been trained in individualised literacy and numeracy programs to support students.</p>
Low level adjustment for disability	\$18945	<p>Individual Learning Plans have been developed for all students with parent/student/teacher input and reviewed termly.</p> <p>School Learning and Support Officers (SLSOs) support classroom teachers and the Learning and Support Teacher (LaST) to access the curriculum.</p> <p>Parents/Carers are regularly updated and kept informed of their child's progress through informal and formal interviews to ensure adjustments, support and individualised programs are meeting the explicit needs of the students. Progress is monitored and reported to parents through interviews.</p>
Quality Teaching, Successful Students (QTSS)	\$39355	The Learning and Support Teacher (LaST) was employed two days per week to support the implementation of the individual programs, supervise and analyse PAT maths and comprehension assessments and participate in team teaching sessions to address the specific needs of individual class cohorts and support teachers professional learning needs.
Socio-economic background	\$11875	A specialist speech therapist was employed to assess all kindergarten students using the CELF – standardised language test. Analysis of the results lead to the establishment of groups with students participating in explicit language teaching and learning sessions delivered by a speech therapist. Improvement in students' language including grammar and the use of regular past tense and following instructions resulted. The program allowed

Socio-economic background	\$11875	students to communicate verbally and in written form in a clear and specific manner, laying strong foundations for future learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	104	112	104	114
Girls	120	134	120	112

Student enrolment in 2018 was consistent with low mobility. Most students began and finished their primary education at the Alford's Point Public School. Students outside the school's drawing boundaries are eligible to apply for enrolment as non local enrolments where vacancies exist.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	94.7	93.8	93.7
1	95	95.4	92.4	94.5
2	97.5	93.7	95.6	94.7
3	96.6	93.2	94.3	93.5
4	96.5	95	93.7	94.6
5	95.9	96.3	93.7	93.5
6	94.8	92	94.9	93.7
All Years	96.3	94.3	94	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance returns are printed each week. Data is analysed by the Principal and discussed at the Learning Support Team meetings. Students with attendance concerns are monitored and referrals to the Department of Education Public Schools NSW Home School Liaison Officer made as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.16
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*Full Time Equivalent

Alford's Point Public School has one Aboriginal Teacher appointed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	99
Postgraduate degree	1

Professional learning and teacher accreditation

Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional dialogue, interaction, practice, reflection and analysis. Professional learning can occur face to face, online and/or through other modes of delivery.

During 2018 the staff at Alford's Point Public School were involved in professional learning opportunities linked to the 2018–2020 school plan focusing on visible learning, learner dispositions, interpreting data such as PAT maths and comprehension assessment data and NAPLAN, formative assessment, Mathematics Building Blocks for Numeracy, implementation of the PDHPE and Science and Technology syllabi.

The Principal and executives attended professional learning on the learning progressions and the Relieving Principal and three executives participated in a series of workshops focused on building leadership capacity with Steve Francis. All executive attended the Primary Executive Network Annual Conference where keynote speaker Professor Bill Lucas presented on critical and

creative thinking.

Two new scheme teachers achieved accreditation at proficient teacher level and three new scheme teachers are maintaining accreditation at professional competence. Nine staff transitioned over and were identified as proficient in 2018 resulting in all staff now holding accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	137,636
Revenue	2,346,985
Appropriation	2,132,434
Sale of Goods and Services	49,809
Grants and Contributions	162,631
Gain and Loss	0
Other Revenue	0
Investment Income	2,111
Expenses	-2,136,644
Recurrent Expenses	-2,136,644
Employee Related	-1,865,994
Operating Expenses	-270,650
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	210,342
Balance Carried Forward	347,978

The school's executive team work closely with the School Administration Manager to monitor the income and expenditure. The budget is entered in the EFPT tool and checked by the Principal and SAM each fortnight.

In 2018, the school utilised school funds and a community grant to complete the refurbishing of all classrooms and the library.

Remaining funds will be used to update and increase the amount of technology available to students, provide extra teachers aide support time and refresh an area in the playground to provide a quiet and inviting space for the students during recess and lunch.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,711,625
Base Per Capita	43,315
Base Location	0
Other Base	1,668,310
Equity Total	163,693
Equity Aboriginal	2,786
Equity Socio economic	11,875
Equity Language	67,619
Equity Disability	81,413
Targeted Total	59,319
Other Total	146,960
Grand Total	2,081,597

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Alford's Point PS Years 3 and 5 students

completed NAPLAN online examinations. Year 3 students performed well in writing with 46.67% of students achieving in the middle bands as compared to 22.6% in 2016. Spelling was identified as an area for further improvement. In Year 5, 46.88% of students achieved in the middle bands in spelling as compared to 35.48% in 2016. Grammar was identified as an area for further improvement.

In 2018, 65.6% of Year 5 students achieved in the middle bands which was well above the state average of 53% and 15.6% achieved in the bottom 2 bands which was less than the state average of 18%. These results indicate that the Year 5 students are making positive growth in numeracy.

Student results of 6.7% of Year 3 in the bottom 2 bands indicates that the school is performing above the state average of 14.6% of students in the bottom 2 bands. This positive trend is also reflected in the number of students achieving in the top 2 bands with 66.7% students achieving in the top 2 bands which was greater than the state average of 41%.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Alfords Point Public School demonstrates a value added result from working towards delivery in K–3 to delivering in Year 3–5 and sustaining and growing in Years 5–7. The Value added data demonstrates that students are achieving growth as they progress through K–6. In accordance with the Premier's priority of increasing the proportion of students in the top 2 bands of NAPLAN, Alfords Point Public School reflects fluctuations between 2016 and 2018. Positive growth in the average % results in the top 2 bands indicates movement in Year 5 from 38.71% in 2016 to 40.63% in 2018 in reading and 16.13% in 2016 to 18.75% in 2018 for numeracy. The positive growth is also demonstrated in Year 3 with 54.84% in 2016 in the top 2 bands compared to 60% in 2018 for reading and 45.16% in 2016 growing to 66.67% in 2018 for numeracy.

Parent/caregiver, student, teacher satisfaction

In 2018 Alfords Point Public School participated in the Tell Them From Me student, parent/carer and teacher suite of surveys. Students in Years 4–6 were surveyed on student engagement.

Students with a positive sense of belonging

79% of students at Alfords Point Public School had a high sense of belonging. They felt accepted and valued by their peers and by others at the school. 79% of the boys and 78% of the girls indicated they had a high sense of belonging.

Students with positive relationships

92% of students had positive relationships at Alfords Point Public School. The students have friends at school that they can trust and who encourage them to make positive choices. 90% of the boys and 93% of the girls reported they had positive relationships.

Students that value schooling outcomes

94% of students at Alfords Point Public School valued school outcomes. 93% of the boys and 98% of the girls stated they valued school outcomes.

Students with positive behaviour at school

92% of students had positive behaviour at Alfords Point Public School. 86% of the boys and 98% of the girls indicated they had positive behaviour at school.

Effort

94% of students try hard to succeed in their learning. 92% of the boys and 98% of the girls reported trying hard to succeed in their learning.

In 2018 the Tell Them From Me survey was offered to families to respond and share how they felt their child/children were engaging at school. Due to the limited number of parent responses received data could not be utilised to determine parental interpretation of student engagement at Alfords Point Public School.

Policy requirements

Aboriginal education

Alfords Point Public School provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

All Aboriginal students have Personalised Learning Plans developed, monitored and reviewed regularly each term that meet the cultural, academic, social and physical needs of the students so that they can connect, succeed and thrive. The students are supported by the learning and support teacher (LaST) and School Learning and Support Officers (SLSOs) via individual support and instruction in classroom programs.

NAIDOC week was recognised with a formal assembly and luncheon addressing the 2018 theme 'Because of Her I Can'. The assembly was well attended by the Alfords Point PS school community. Students from the Endeavour Sports High School Clontarf Program attended and performed traditional dances and explained the meaning behind the dances.

The importance of women and the roles they play in Aboriginal and Torres Strait Islander communities was addressed and students were then given the task of discussing the women in their lives and the positive impact they have on their own lives and the broader community. The purpose of this activity was to help Indigenous and non-Indigenous students to recognise the important role women have in all our lives. This linked with Alfords Point Public School's White Ribbon commitment and led to ongoing conversations amongst staff and students.

Two Year 6 Aboriginal students and the Aboriginal teacher attended a Stage 3 NAIDOC day at Endeavour Sports High School for local primary school students. The students were immersed in a wonderful day of culture and learning.

Alfords Point Public School strengthened its networking opportunities for our Aboriginal and Torres Strait Islander students through supporting the Clontarf Endeavour Sports High School Col Dillon Cup. The Col Dillon Cup is an annual Oztag tournament that brings together police officers, fireman, paramedics and Aboriginal and Torres Strait Islander high school students. The aim of the day is to help build ongoing positive relationships in the hope of removing the stigma associated with authorities.

Alfords Point Public School has supported the Sutherland Shire Local Aboriginal Education Consultancy Group (AECG) in 2018 through one staff, one student and a parent representative being on the committee. One of the key initiatives implemented in 2018 was the 'One Mob Day'. The purpose of the day was to engage the Aboriginal and Torres Strait Islander students of the Sutherland Shire in a day of cultural activities, networking opportunities and community initiatives by bringing them all together. Five Aboriginal students attended the One Mob cultural day at Endeavour Sports High School. The students enjoyed meeting students from other local primary schools and

participating in a day of culture, fun, games and learning.

Multicultural and anti-racism education

Alfords Point Public School maintains a focus on multicultural education in all strands of the curriculum through units of work which develop the knowledge, skills and attitudes required for a culturally diverse society.

As a school community we celebrate Harmony Day with special activities for invited parents and grandparents to enjoy and join in with in all classrooms. These activities strengthen our school values that promote tolerance, respect for all and an understanding that everyone belongs.

The English as an Additional Dialect (EAL/D) teacher supports the learning and development of students with a background other than English through the development, monitoring and termly review of individual learning plans and targeted support programs that address the literacy and numeracy needs of students in all classrooms.

Alfords Point Public School has a trained member of staff who fulfils the anti-racism support officer role and supports all students and staff. 'Every Face has a Place' at Alfords Point Public School under the Kids Matter programs delivered to embrace inclusion, respect and belonging of all.