

Albury West Public School Annual Report



2016



RESPECT RESPONSIBILITY CARE

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Introduction

The Annual Report for 2016 is provided to the community of Albury West 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.

Sharon Julien

Principal

School contact details

Albury West Public School

Mott St

Albury, 2640

www.alburywest-p.schools.nsw.edu.au

alburywest-p.School@det.nsw.edu.au

6021 2288

School background

School vision statement

Our school promotes equity and excellence to ensure our students become active and informed citizens who are successful, confident and creative lifelong learners.

School context

Albury West Public School is a P1 school with a student population of 118, which draws students from the western part of Albury.

With 6 classes and teachers in support roles, the teaching staff mix ranges from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff.

Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 30% Indigenous students. The school has a history of high mobility amongst the students.

The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Albury West Public School is a keen and constructive participant in, and strong supporter of, the Crossing Point Learning Community. This learning community includes Albury High, Albury and Howlong Public schools.

A commitment to ongoing school improvement in pedagogy, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners.

The school is supported by the Resource Allocation Model (RAM) equity loading: Socio-economic background and Aboriginal background.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated we are Sustaining and Growing in the domain of Learning.

Our focus at AWPS is to implement a whole-school approach to well-being that is consistent and which has clearly defined behavioural expectations to create a positive teaching and learning environment. The reinforcement of our PBL expectations underpins this consistency.

The focus on implementing a consistent whole school approach to learning is evidenced through the development of learning plans and profiles for students.

Teachers, through their programming, are using curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

As a school, we believe we are Sustaining and Growing in the domain of Teaching.

Teacher's regularly use student data and feedback to inform them about the effectiveness of their teaching and learning programs provided in the classroom.

The ongoing and regular assessment of data is part of school routines for all classes K-6. In the K-2 classrooms, L3

(Language, Learning and Literacy) data is plotted, monitored and updated on a 5 weekly cycle. Early Stage 1 and Stage 1 teachers are responsible for monitoring and updating Early Arithmetical Data for TEN (Targeting Early Numeracy). In Stages 2 and 3 PLAN is used to record student progress.

A particular focus at AWPS, being an Early Action for Success (EAFS) school with an Instructional Leader attached to our school two days per week, has been on developing effective literacy and numeracy strategies K–2. All K–2 teachers have been, or are being trained, in L3 and TEN. K–2 teachers are developing proficiency in the application of TEN and its strategy to present short, focused number activities.

Executive work with teachers to develop and plan for best practice and professional learning through the Professional Development Plan (PDP) process and Practice Analysis Conversation. This collaborative practice and productive collegial dialogue supports teachers in the development of teaching and learning programs, consistent assessment practices and the development of consistent learning intentions.

As a school, we believe we are Sustaining and Growing in the domain of Leading.

At Albury West Public School, we actively develop and promote links to our local community to enhance both internal and external relationships designed to enrich student experiences. Our school community is an integral part of our school planning and where possible, we connect to the expertise available within our community.

AWPS has successfully fostered relations with our community of schools and we have worked closely with our colleagues from Albury and Howlong Public Schools and Albury High School in a series of Staff Development Days and Learning Forums focused on building teacher capacity.

Collegial networks and opportunities for leadership have extended beyond our local community of schools with AWPS supporting and mentoring staff and student teachers within Albury and its surrounds.

Our school places a focus on parental involvement in the day to day experiences and decision making processes of the school. Parents connect by participating in surveys and through supporting school programs and activities through the P&C. Parent representation in the development of Personalised Learning Plans and attending student Learning Journeys continues to be a focus.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Setting high expectations of student performance, and enhancing the quality of student learning.

Purpose

By engaging every student at Albury West in meaningful and future focused learning experiences we are supporting them to achieve their full potential as successful learners, confident and creative individuals and active and informed citizens.

Overall summary of progress

All staff consistently access and enter PLAN data to discuss, share and develop a differentiated curriculum with PLAN reports presented to parents twice a year.

PLAN data is updated every five weeks by all staff with tier two and three interventions developed through analysis of PLAN data.

LST recommendations for students requiring further intervention and differentiation is based on PLAN data and teacher assessment.

Continuum placement of students is through peer assessment and evaluation of student performance against the literacy and numeracy clusters.

100% of students have a PLP in place. Teaching staff meet with parents a minimum of two times throughout the year to create, assess and update plans as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school data will show improved learning outcomes and growth in literacy and numeracy for all students.	80% Kindergarten students achieving Reading Recovery level 9 or above. 62% Year 1 students achieving Reading Recovery level 16 or above. 54% Year 2 students achieving Reading Recovery level 20 or above. 80% Kindergarten students achieving at or above the appropriate cluster in Reading Comprehension on the Literacy continuum. 62% Year 1 students achieving at or above the appropriate cluster in Reading Comprehension on the Literacy continuum. 54% Year 2 students achieving at or above the appropriate cluster in Reading Comprehension on the Literacy continuum. 14% of Year 3 students achieved bands 5 and 6 in NAPLAN reading. 20% of Year 5 students achieved bands 7 and 8 in NAPLAN reading. 7% of Year 5 students achieved bands 7 and 8 in NAPLAN numeracy. 60% Year 5 students achieved expected growth in NAPLAN Reading.	<ul style="list-style-type: none">• Low level adjustment for disability (\$10694.65)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school data will show improved learning outcomes and growth in literacy and numeracy for all students.	54.5% Year 5 students achieved expected growth in NAPLAN Numeracy.	• Low level adjustment for disability (\$10694.65)

Next Steps

The Learning Support Team will provide staff with access to a broad range of student achievement and wellbeing data and use it for analysis to diagnose students' needs to ensure differentiated learning.

The Positive Behaviour for Learning Committee will provide a focus on classroom strategies in 2017.

All teachers will use improved teacher judgement to direct the future focus on learning for all students by consistently and effectively using literacy and numeracy continuum data to track and monitor student progress.

Visible Learning will support students to demonstrate an understanding of the level of learning they are operating at and will use an increasing variety of strategies to improve learning outcomes. Teachers will improve understanding of Learning Intentions and student Success Criteria.

All students are at, or beyond expected clusters for their year level on the Literacy and Numeracy Continuum.

All students will achieve growth in literacy and numeracy from Yr3 to Yr5 as evidenced by NAPLAN and standardised data.

Increased confidence by learners as evidenced by their understanding of current achievement levels in Literacy and Numeracy and quality mapping of the achievement of their own learning goals.

Learning Journeys will be used to increase the ability of students to reflect on their own learning capabilities to engage in, and attain expected educational outcomes K–6.

Strategic Direction 2

Fostering teacher quality.

Purpose

Building capacity through focused professional learning and development ensures that Albury West staff are engaged in ongoing, relevant and evidence-based learning practices.

Overall summary of progress

All staff have developed Professional Development Plans as part of the Performance Development Framework.

Staff use student performance data and student feedback to evaluate the effectiveness of teaching programs.

The supervisor and peer observation process is engaged in by 100% of teaching staff. Negotiated focus, feedback, future directions and critical reflections are used as part of the process. All staff report positive outcomes from the process.

All staff have participated in professional learning that is relevant, and driven by 21st century research and practice.

100% of K–2 staff are trained in TEN.

Teaching and Learning Programs demonstrate the use of PLAN data to inform teaching in literacy and numeracy.

School reports are aligned with the new syllabus in English, Mathematics, Science and History.

All staff participated in professional learning in using the Numeracy continuum to guide quality teaching in numeracy.

K–3 data walls are used when tracking for L3 and TEN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will have a Performance and Development Plan (PDP) that reflects the goals of the school plan and addresses the National Teaching Standards and the School Excellence Framework.	All teachers demonstrate growth in their own teaching and learning as a result of their involvement in the PDP and PAC processes.	0.084 Quality Teaching, Successful Students (QTSS)

Next Steps

Whole school professional development in targeted teaching and evidence based practice is used to develop teachers' capacities to incorporate assessment for learning, assessment as learning and assessment of learning in determining their teaching directions.

Building the collective capacity of staff and the school community to use data to inform strategic school improvement efforts.

Staff take leadership and responsibility for changes in pedagogy required to implement quality programs and innovative practices that engage and challenge students resulting in improvements in student outcomes.

Staff work collaboratively, demonstrate and share expertise, having developed very high levels of contemporary content knowledge and teaching practices, relying on evidence-based teaching strategies to underpin their work.

Staff will be supported in their professional learning, as well as being involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning.

Proactive, structured, whole school professional learning for quality teaching and learning will reflect current best practice and is directly responsive to current data analysis with consistency in teacher judgment.

Strategic Direction 3

Building leadership capacity.

Purpose

Enabling the school community to demonstrate leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects the needs of Albury West.

Overall summary of progress

71% students in Years 3–6 actively participated in leadership opportunities throughout the school year. Students have demonstrated positive relationships and leadership skills and actively contribute to the school, the community and the society in which they live.

Student attendance was 92.9% for the year, an increase of 0.9% on 2015 attendance data.

60% of parents participated in the writing of Personalised Learning Plan's and 69% attended Learning Journeys.

Parents and carers have collaboratively planned with the school to accurately identify skills, strengths and needs for their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students in Years 3–6 actively participate in leadership opportunities.	71% students have role a of responsibility within the school.	
Increased attendance data of all students.	Student attendance was 92.9%, which was an increase of 0.9% on previous data.	Aboriginal background loading (\$26279.00)
75% of parents participating in the writing of PLP's and Learning Journeys.	60% parents and carers have collaboratively planned with the school to accurately identify skills, strengths and needs for their children.	Aboriginal background loading (\$26279.00)

Next Steps

Implement the Tell Them From Me Surveys in order to capture the views of students, teachers and parents.

The school community work towards building strong relationships as indicated by an increase in attendance at P&C information sessions and community events.

Students will be engaged in opportunities that are relevant to their stages of learning, development and their community enabling them to connect, succeed and thrive as future focussed learners.

All students agree that they make active contributions to their school and community.

All parents agree that learning is at the centre of decision making and that working collaboratively has a positive impact on their child's education.

The school and families share responsibility for student learning and wellbeing. Parents will develop a deep knowledge of the value of their child's education and how they can support them to reach their potential as learners. Demonstrated through a greater understanding of the value of PLAN reports.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan (PLP) in place and are making progress across the literacy and numeracy continuums. Cultural Awareness Training was delivered by the Aboriginal Education Team for all staff.	• Aboriginal background loading (\$26 279.86)
Low level adjustment for disability	All students, requiring adjustments and support, were supported through in class support, utilising additional Learning and Support Teacher and SLSO time. Improved literacy and numeracy outcomes for all students.	• Low level adjustment for disability (\$10 694.65)
Socio-economic background	Attendance for all students increased by 0.9%. 86% of students demonstrated an understanding of the school values and how to behave accordingly. 100% students have a Learning Plan in place resulting in improved learning outcomes in literacy and numeracy for all students.	• Socio-economic background (\$130 034.30)
Early Action For Success	Improved learning outcomes in literacy and numeracy for K–2 students has been evident through professional conversations with K–2 teachers and data analysis. Working with the IL targeted and individual interventions have been put in place to support students as needed. The Instructional Leader supported professional learning in L3 and TEN.	• Early Action For Success (\$34 040.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	69	69	54	53
Girls	57	57	50	65

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	90.6	92.5	92.1
1	88.3	95.5	85	94
2	89.8	91.9	95	93.2
3	92.3	93.8	89.6	96.5
4	95.2	93.5	94.9	91
5	92.2	96	92.7	93.1
6	91.3	92.1	92.3	91.1
All Years	91.3	93.3	92	92.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K/1B	17
K/1RB	18
1/2K	16
2/3M	19
4/5K	26
5/6B	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Counsellor	1
School Administration & Support Staff	1.73
Other Positions	2.14

*Full Time Equivalent

The school was able to employ an additional part time staff member to assist with delivering programs, including a Norta Norta tutor.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The school plan and Individual Professional Learning Plans provide direction and targets the focus for teacher professional learning (TPL). Professional learning is the cornerstone of our strategy for school improvement.

In 2016, our school spent \$4674 on providing access for all of our staff to participate in approved professional learning activities.

School development days are an integral part to professional learning. Compliance training was completed appropriately with CPR, WHS, Child Protection, Complaints and Handling Allegations and Grievance Procedures achieved. Training in anaphylaxis was also completed.

Professional Learning Plans included a focus on

Language, Learning and Literacy (L3), Targeted Early Numeracy (TEN), Writing in the Middle Years, MiniLit and the implementation of the new Australian Curriculum.

Extended staff meetings were dedicated to Integrated and Differentiated Learning, as well as focusing on Aboriginal Cultural Awareness.

Two staff members were newly accredited at Proficient through the Board of Studies Teaching and Education Standards (BoSTES) accreditation process and three staff members were accredited at maintaining accreditation at Proficient.

A staff member has started accreditation at Lead.

In 2016 we employed a beginning teacher using additional funding. This staff member was supported throughout the year with additional release time and mentoring provided from senior staff and executive.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	330 446.17
Global funds	142 305.22
Tied funds	304 218.75
School & community sources	31 549.28
Interest	7 290.93
Trust receipts	4 159.60
Canteen	0.00
Total income	819 969.95
Expenditure	
Teaching & learning	
Key learning areas	16 554.45
Excursions	12 395.46
Extracurricular dissections	17 684.33
Library	3 029.44
Training & development	4 674.61
Tied funds	294 659.09
Short term relief	31 068.66
Administration & office	26 744.55
School-operated canteen	0.00
Utilities	38 361.91
Maintenance	9 632.13
Trust accounts	3 772.97
Capital programs	0.00
Total expenditure	458 577.60
Balance carried forward	361 392.35

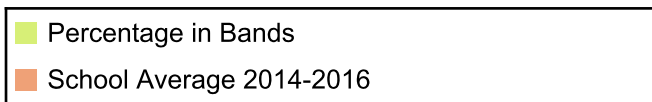
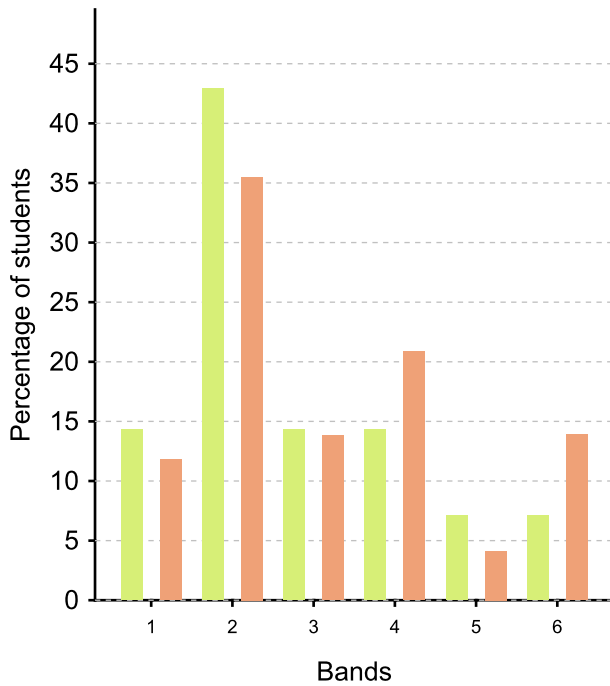
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

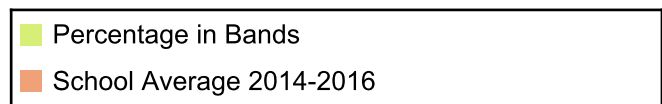
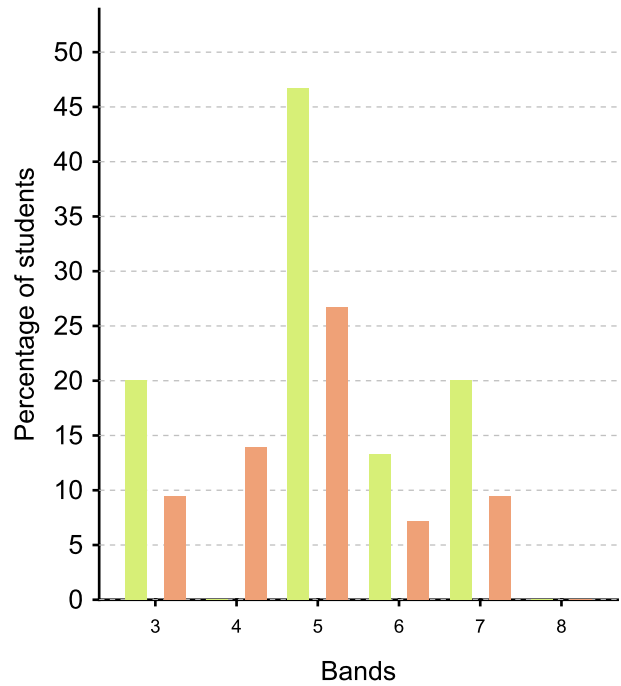
NAPLAN

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.

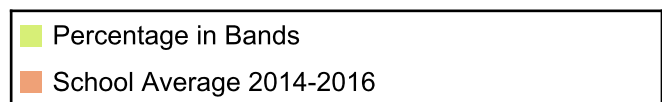
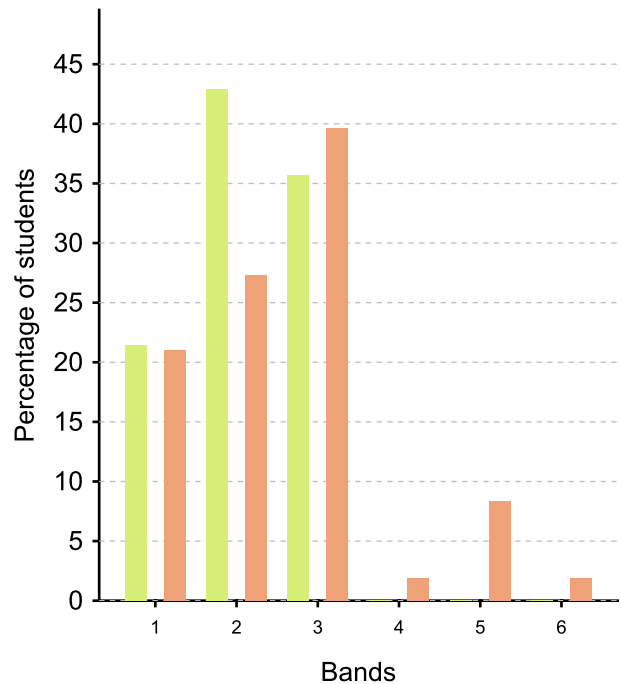
Percentage in bands:
Year 3 Reading



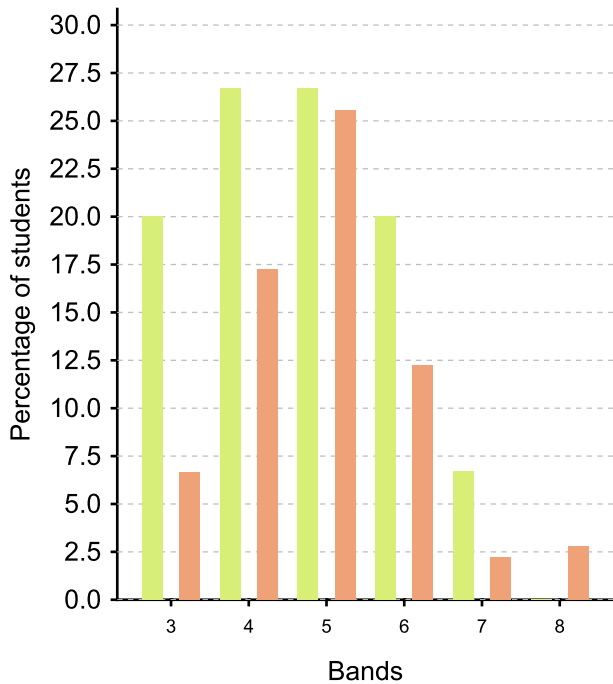
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

In 2016, the school sought the opinions of parents, students and teachers about School Culture.

Their responses are presented below:

- All groups surveyed strongly agreed that the school knows about the families and community in which it serves;
- There was general agreement among parents that the school encourages students to achieve their best and that the school caters for the learning needs of all students ;
- Staff agreed that the school continually finds ways to improve what it does and that the school makes important changes to what it does when necessary; and
- The survey results were positive and indicated a high level of satisfaction with school culture within the school.

Policy requirements

Aboriginal education

AWPS provides opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.

All staff were provided professional learning in Cultural Awareness to promote Aboriginal culture and reconciliation through studies of perspectives in learning and through Aboriginal literature, art and dance.

The school utilises National Aboriginal and Torres Strait Islander (NAIDOC) Week, Sorry Day and other significant days to promote reconciliation through special assemblies and classroom activities.

Fruit Fly

Three students participated in weekly sessions and performed in the Aboriginal Circus Burranha Bila performance.

NAIDOC Day

A variety of Aboriginal cultural activities were undertaken. The students were placed in their Peer Support Groups and progressed through a series of activities. Students were able to experience traditional cooking, games, craft, art and music. This is our way of helping all members of the school community learn about Aboriginal culture and history.

K-2 students entertained us during the NAIDOC assembly as they presented songs learnt through the Murray Conservatorium "Red, Black and Yellow" music program.

Cultural Awareness

Cultural Awareness training was delivered by the Riverina Aboriginal Education Team. Professional learning was aimed at increasing knowledge and understanding of delivering quality educational opportunities to Aboriginal students.

Proud and Deadly

Sixteen of our students received Proud and Deadly awards. These awards celebrated and recognised the achievement of Aboriginal students at AWPS.

Community Involvement

AECG meetings are an important part of our school calendar and we regularly have our principal attend these meetings.

Elsa Dixon School Based Trainee

We were joined by a Year 11 Albury High School student one day a week this year as he works towards achieving a Certificate 111 in Education Support.

Multicultural and anti-racism education

In 2016 AWPS continued to embrace our cultural diversity. Students from language backgrounds other than English represent a small proportion of our student population.

The values we teach including respect, responsibility and care are woven into the everyday fabric of life at Albury West Public School and clearly demonstrates our purpose and expectations held for all members of our school community.

In Term 1 we involved all students in Harmony Day activities. Students dressed in bright coloured clothes and engaged in a variety of multi-cultural activities, many of which had a Japanese theme. Activities included games, lantern design and fan creating.