

# Albury West Public School Annual Report



2017



RESPECT RESPONSIBILITY CARE

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## Introduction

The Annual Report for 2017 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

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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 141, 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 29% 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. 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.

This year, staff members at Albury West Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was regularly allocated in staff meetings to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on the Wellbeing and Assessment and Reporting elements and we have addressed most of the descriptors ranging between the Delivering and Sustaining and Growing Levels for both areas. Our school has established rigorous monitoring and regular analysis of school–based data related to the Literacy and Numeracy Continuums to ensure that all students are making expected progress or better. Regular assessment of student learning takes place as an integral part of teaching to guide the next step required in the teaching and learning cycle. Initial assessment takes place at the beginning of a unit of work to assess what the students already know and guide the direction of future learning. From this assessment data, specific learning goals are created with clear success criteria which gives the students explicit expectations for their learning in the classroom. High quality learning activities are then designed around these learning goals that include explicit teaching and high expectations of student achievement. Whole school data on reading and writing is collected every five weeks and analysed by the executive team and Learning Support team to identify any students who are experiencing difficulties with their learning or are not progressing at the expected rate. Any students requiring extension are also identified in the data, to check that they are being sufficiently challenged in the classroom. Learning and Support teachers also assess students regularly with a pre–test and post–test for any learning interventions that occur. This data is shared with class teachers and is used to create the specific learning goals for each student and ensure that support is targeted to each student’s exact needs.

Meetings are an important part of our communication and development processes. The focus of these meetings vary and include administration, school planning, evaluation, reporting, programming, professional learning, assessment and analysis and collaborative practice. Meetings include weekly briefing, staff meetings and Learning Support meetings. Changes to policy and updating and embedding procedures are continually revised and developed to ensure a clear line of planning, budgeting and accurate information.

Teachers use PDPs to identify professional learning. These plans are discussed and developed with executive support and are enabled through school funds to ensure staff development is ongoing and delivered to meet whole staff and individual needs. The school’s financial and physical resources are utilised to deliver quality student learning and to best meet the needs of the school community.

Teachers use student performance data to evaluate the effectiveness of teaching practices. NAPLAN results are analysed through SMART data providing teachers with an opportunity to identify and understand whole year trends and performance.

Teachers are provided with targeted time for professional learning. School funds are allocated to providing teachers with time with peers to present, discuss and analyse data across same stages. This has allowed for teacher growth in understanding of the importance of up to date data/information and has led to a better understanding of valid and consistent teacher judgement.

All staff are encouraged to take on leadership roles and areas of responsibility within the school. Specific roles and responsibilities delegated as appropriate across school executive and class teachers allow for opportunities to develop leadership skills and professional development.

Students are provided with leadership opportunities through the Student Representative Council and external leadership programs.

Albury West has established productive relationships with the wider community of schools in Albury.

Accountability practices are tied to school development and include open reporting to the community. The school leadership team communicates clearly about school priorities and practices to all staff, parents and other stakeholders. This is done through staff and P&C meetings, the Annual School Report and newsletters. Milestones are completed in collaboration with teaching staff.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members to allow teachers to jointly plan and observe each other's lessons; jointly develop units of work and assessment tasks; and to work together to assess and analyse student data. The additional professional learning time given to teachers has enabled us to establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. This has resulted in increased levels of student learning and engagement and importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

The school is directed by the Strategic Directions of the 2015–2017 School Plan. This plan is point of reference for the school community and is central to school decision making. The school values the importance of strong attendance and maintaining high behavioural expectations. Staff understand that there is a need to provide adjusted learning for identified students. All staff understand that student engagement, learning and wellbeing are related and follow a whole school welfare policy that recognises positive and negative behaviours accordingly. The school looks to identify ways to modify the school day to best meet the learning needs of students.

Staff are provided with, and committed to all mandatory training to ensure the safety and wellbeing of all students is catered for. Whole school adoption of the Visible Learning principles has provided the school and community with common language and teacher programming to deliver educational experiences. It has allowed for teachers to deliver differentiated lessons by grouping like learners and focusing on learning skills. The school invests in technology to provide students and staff with appropriate tools to engage in learning experiences. Teaching staff are directed by agreed scope and sequences that provide consistency across stages and year groups allowing for common content and learning outcomes.

Parents are informed of student achievement through formal reports, Personalised Learning Pathways and Learning Journeys. Parents are encouraged to communicate with class teachers to discuss the child's learning and development.

Albury West Public School has strong programs in place to assist in the transition to school for Kindergarten students. Our transition to school program is held in Terms 3 and 4 and engages preschoolers and parents in a positive environment that develops confidence and familiarity in the young student, parents and the school community.

Staff utilise a variety of data to inform teaching and learning. Internal assessment schedules and regular data entry provide teachers with knowledge of student achievement and understanding. Whole staff analysis of external testing and data provides feedback and information regarding student growth and trends across student performance.

In the domain of **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of the implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. Our self-assessment 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.

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Programming and planning is monitored and discussed with teachers and supervisors ensuring a systematic and accountable approach to content delivery. Class teachers and support staff operate effectively to develop real connections with students and create learning environments that are safe and well controlled.

Student data is used to drive teaching programs. Student performance is recorded and used regularly to help monitor learning progress and to identify skill gaps for improvement. Student tracking checklists for academic performance and attendance are used to identify and target individual students and their needs.

Professional Development sessions enable the staff to understand the Literacy and Numeracy continuums and decide on strategies and lesson plans that will move students to the next cluster. Classroom teachers use up-to-date data regarding the students they teach to develop and implement differentiated, engaging and meaningful programs tailored to suit student needs based on the continuums and implementation of the Australian Curriculum requirements.

Staff value collaborative practice and staff meetings are an important part of this process. During these meetings, staff engage in collaborative learning, planning, evaluating, assessing and analysing to identify areas of improvement, to enhance teaching and/or improve student performance, growth and engagement.

Teachers engage in peer and supervisor observations and receive feedback on planning, content and delivery to improve teaching practice.

Albury West is implementing the principles of Visible Learning and we are embedding this pedagogy into school practice. This is supported by linking Visible Learning professional learning, Professional Development Plans (PDPs) and the School Plan ensuring that adequate time and resources are available to meet the needs of teachers. Beginning and early

years teachers are supported through negotiated PDPs with supervisors to ensure that professional needs are met and teacher improvement occurs. At AWPS there is a particular focus on linking the School Plan with individual teacher goals and teaching standards. Professional Learning activities are focused on building the staff's understandings of effective teaching strategies to meet the strategic directions of the school.

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

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

Our focus on developing engaging and differentiated learning activities continues to encourage student learning across the Literacy and Numeracy Continuums. Teachers are committed to sharing strategies to increase student engagement as well as strategies to enable differentiation of learning outcomes.

Throughout the year, the staff worked collaboratively to build on the 'Visible Learning' approach to support literacy and numeracy teaching.

With reference to the syllabus and learning continuums, teachers identified learning intentions and student success criteria for reading, writing and numeracy across all year levels.

A school data wall for tracking progress and reflecting on learning was introduced.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.

Additional Learning and Support Teaching time was purchased to provide each stage with LaST time. As a result, the K–4 intervention program, MiniLit has had a positive impact on 38% of our students identified as 'at risk' students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school data will show improved learning outcomes and growth in literacy and numeracy for all students.	Socio-economic background (\$178142.00)	65% Kindergarten students achieving RR level of 9 or above. 62% Kindergarten students achieving expected levels for writing. 97% Kindergarten achieving expected levels for Early Arithmetic Strategies. 51% Year 1 achieving RR level of 17–18 or beyond. 66% Year 1 achieving expected levels for Early Arithmetic Strategies. 39% Year 2 students achieving RR level of 21–22 or beyond. 65% Year 2 achieving expected levels for Early Arithmetic Strategies. 40% students in Year 5 achieved greater than or expected growth in NAPLAN Reading. 40% students in Year 5 achieved greater than or expected growth in NAPLAN Writing. 66.7% students in Year 5 achieved greater than or expected growth in NAPLAN Numeracy.

## Next Steps

Continuing to closely analyse the data and use the information to inform teaching and learning to teach forward.

Introduction of open-ended and investigate maths tasks and the continuation of Building Numeracy Leadership for K–6.

Further refinement of L3 teaching.

Introduce literacy and numeracy learning progressions and deepen understandings around the English and Mathematics syllabus.

Use of an Interventionist to target those students just under the benchmark to move students forward.

In 2018 Quality Teaching will remain the priority focus. Teaching staff will be engaged in identified whole staff and stage level professional learning. Writing and numeracy will remain a focus.

The Learning and Support Team will continue to amend and change their policies and processes and will continue to support staff in the delivery of interventions in K–6 classrooms.



## 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

Quality teaching and the use of effective feedback has been a key professional learning focus in 2017 to achieve this strategic direction, based on the research of Professor John Hattie. Key areas of conversation were around lesson development, delivery, data analysis and assessment, programming and classroom management.

Teachers were trained in the following key literacy and numeracy initiatives – Language, Literacy and Learning (L3), Targeting Early Numeracy (TEN), Building Numeracy Leadership (BNL) and Vocabulary, Connectives, Openers and Punctuation (VCOP).

These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Quality Teaching, Successful Students (QTSS) staffing allocation.	Coaching and mentoring structures are in place for all staff through the Performance and Development Plan.  Professional learning needs were identified and staff participated in targeted professional learning that met the needs of the school plan and individual teacher requirements, as a result of negotiated discussion with executive.  Practice Analysis Conversations were undertaken by all staff with all staff having goals linked to school priorities identified using the School Excellence Framework.  PLAN data was regularly reviewed in order to determine differentiation required in teaching to further support student learning.

### Next Steps

In 2018 Albury West staff will work towards further collaborative planning and programming, sharing quality teacher practices and resources.

Staff will be provided with opportunities to attend training and development sessions that align with their personal goals as well as school and departmental goals.

Staff meeting times will be aligned to provide teachers to meet regularly to focus on teaching and learning with colleagues in their stage and year.

Staff will engage in training in Assessing Literacy and Numeracy Application (ALAN) and in the implementation of the revised Best Start Assessment.

Pre-2004 teachers will be supported in the accreditation process.

### 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

Participation in the SRC and leadership roles across the school has been strongly supported by senior students.

Student led activities were on offer for students. The participation rates were extremely high and led to other students making suggestions about future activities. Activities included cricket and skipping groups, along with a drawing group and a chess club.

Executive and experienced teachers are demonstrating strong educational leadership and support of staff, as evidenced through curriculum planning practices and record of support and mentoring.

Staff Professional Learning targets are being met, as measured by Performance and Development Framework (PDF). Additionally, the PDF and strategic directions were used to guide professional learning goals.

Early Career Teachers were identified and supported.

Support for new and experienced staff members was provided through a range of processes including induction of new staff to Albury West in: PBL, Visible Learning, policies and procedures; the development of PDPs through consultation with supervisors, and; ongoing reflection of the school's policies and procedures.

Opportunities have been accepted by staff to lead stage and whole school activities throughout the school.

Executive have purposeful leadership roles based on expertise and analysis of whole school needs, as evidenced in role statements and teacher support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students in Years 3–6 actively participate in leadership opportunities.		58% of students participated in a leadership roles within the school.  29 students were Kindergarten Buddies within the school supporting transition to school.  Students had extensive opportunities to participate in a variety of social, academic and sporting activities throughout the year. These included movement and drumming, participation in the Community Garden, Music for the Generations program, sporting representation and participating in the recognition of significant days, such as NAIDOC and ANZAC Day March.
Increased attendance data of all students.		
75% of parents participating in the writing of PLP's and Learning Journeys.		75% parents attended Personalised Learning Pathway meetings in Semester 1.  50% families attended Personalised Learning Pathways in Semester 2.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of parents participating in the writing of PLP's and Learning Journeys.		70% of students had a representative in attendance during Learning Journeys held in Term 3.

## Next Steps

Further promotion of school events using the School Stream App.

Further develop the capacity of students to lead extra-curricular activities and other groups including sporting and technology groups.

Provide increased opportunities for staff to build their leadership capacity by promoting involvement and participation in professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal background loading (\$54 208.00)</li> </ul>	<p>All ATSI students have had their progress monitored for additional support needs and where necessary had LAST support. Personalised Learning Pathways were developed collaboratively by teachers, parents and carers.</p> <p>Student engagement was supported through attendance programs and nutritional support.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Low level adjustment for disability (\$78 877.00)</li> </ul>	<p>Engagement of a speech therapist to: identify the language needs of all K–6 students; develop a language based program for children experiencing expressive and receptive delays; and to provide advice to teachers about the incorporation of language focused strategies into literacy and numeracy lessons.</p> <p>38% of students with low level adjustments were involved in targeted intervention programs (Minilit). Of these students, 100% moved to a higher level on the literacy and numeracy continuum.</p> <p>Additional Learning Support Teacher time and School Learning Support Officers employed to provided focused and targeted support.</p>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>Socio–economic background (\$178 142.00)</li> </ul>	<p>Improved student achievement in reading comprehension, writing and place value through the delivery of initiatives in the strategic directions 1 and 2.</p> <p>Increased capacity of staff to deliver differentiated curriculum to all students.</p> <p>An increasing number of staff have contributed to the development of the school plan, milestones and programs.</p> <p>Aspiring leaders have had increased opportunities to take leadership roles within the school and across the learning network.</p> <p>The Tell Them From Me Survey indicated overwhelming levels of leadership support regarding classroom practice and managing student well being.</p>
<b>Early Action For Success</b>	<p>Instructional Leader employed 3 days per week.</p>	<p>Early Action for Success is the Department's implementation strategy for the Literacy and Numeracy Action Plan, developed to improve literacy and numeracy achievement in the early years of schooling.</p> <p>K–2 teachers have been trained in and implemented intensive, explicit instruction in reading, writing and mathematics through programs such Language, Learning &amp; Literacy (L3) and TEN.</p> <p>All K–2 students have been closely monitored and tracked (against the Literacy and</p>

<b>Early Action For Success</b>	Instructional Leader employed 3 days per week.	Numeracy continuums) and provided with intervention and/or individual learning plans (ILP) as required.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	69	54	53	67
Girls	57	50	65	76

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.6	92.5	92.1	91.1
1	95.5	85	94	92.2
2	91.9	95	93.2	95.8
3	93.8	89.6	96.5	92.5
4	93.5	94.9	91	93.2
5	96	92.7	93.1	89.9
6	92.1	92.3	91.1	88.8
All Years	93.3	92	92.9	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is monitored by class teachers on a daily basis. Teachers use written correspondence to request explanation of absences on a weekly basis.

Parents are provided with a template to complete, to provide details of absences.

Albury West Public School works closely with the Home School Liaison Officer to ensure children are regularly attending school.

The LaST Team monitors student attendance through regular meetings which the Home School Liaison Officer (HSLO) attends, providing advice, assistance in monitoring school records and providing consultation in

cases of chronic non-attendance.

To support family understanding of attendance procedures and expectations, the school issues regular information and supportive strategies via the newsletter, phone calls and DEC developed pamphlets.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.74
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	1.73
Other Positions	2

\*Full Time Equivalent

Albury West was able to employ an additional part time staff member to assist with delivering programs, including an Aboriginal School Learning Support Officer.

### 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	0

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>361,392</b>
Global funds	85,461
Tied funds	171,760
School & community sources	14,322
Interest	2,542
Trust receipts	935
Canteen	0
<b>Total Receipts</b>	<b>275,021</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	18,060
Excursions	723
Extracurricular dissections	11,010
Library	2,244
Training & Development	0
Tied Funds Payments	127,149
Short Term Relief	11,368
Administration & Office	16,859
Canteen Payments	0
Utilities	15,188
Maintenance	4,963
Trust Payments	1,315
Capital Programs	0
<b>Total Payments</b>	<b>208,878</b>
<b>Balance carried forward</b>	<b>427,536</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	744,073
Appropriation	715,322
Sale of Goods and Services	96
Grants and Contributions	27,841
Gain and Loss	0
Other Revenue	0
Investment Income	813
<b>Expenses</b>	-334,613
Recurrent Expenses	-334,613
Employee Related	-190,900
Operating Expenses	-143,712
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	409,460
<b>Balance Carried Forward</b>	409,460

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,179,574
Base Per Capita	18,034
Base Location	2,097
Other Base	1,159,444
<b>Equity Total</b>	311,227
Equity Aboriginal	54,208
Equity Socio economic	178,142
Equity Language	0
Equity Disability	78,877
<b>Targeted Total</b>	19,230
<b>Other Total</b>	427,871
<b>Grand Total</b>	1,937,902

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

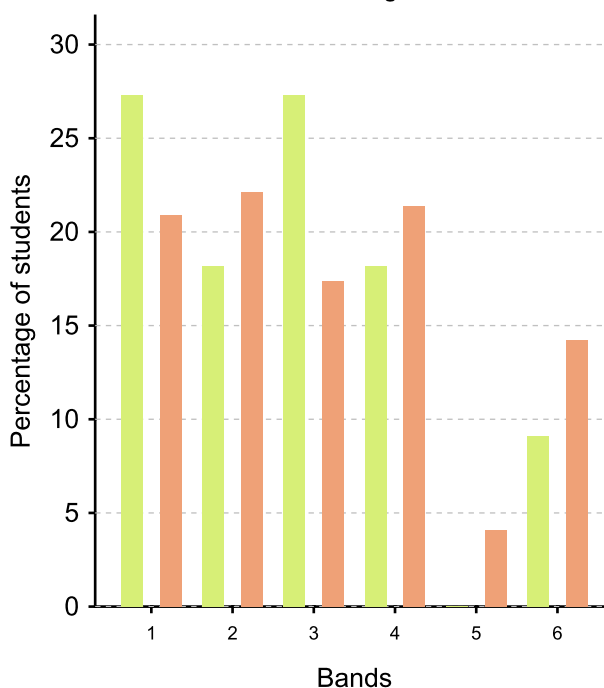
### NAPLAN

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.

40% of students achieved greater than or equal to expected growth in Year 5 NAPLAN Reading

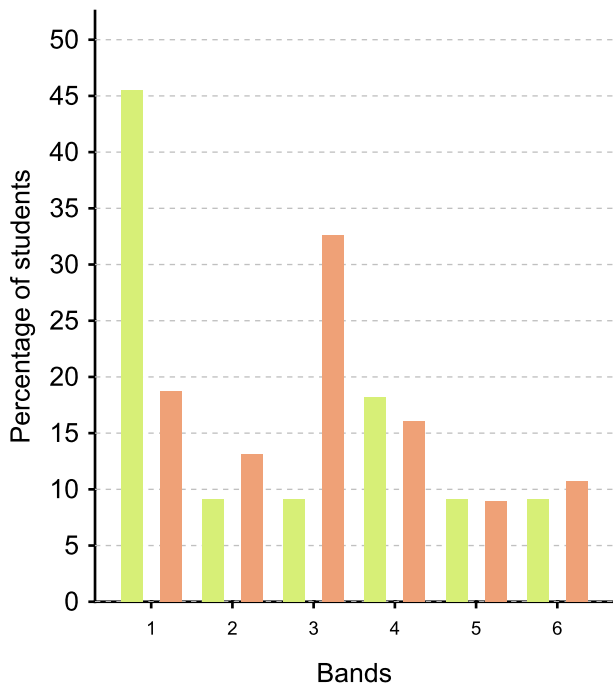
80% of students achieved greater than or equal to expected growth in Year 5 NAPLAN Spelling.

**Percentage in bands:**  
Year 3 Reading

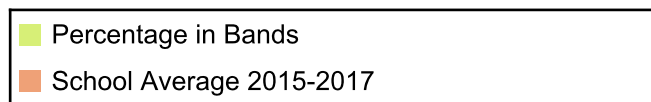
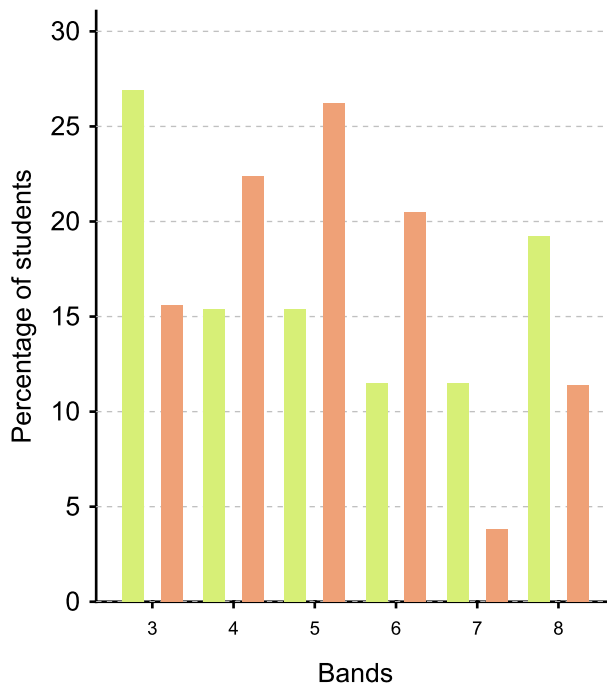




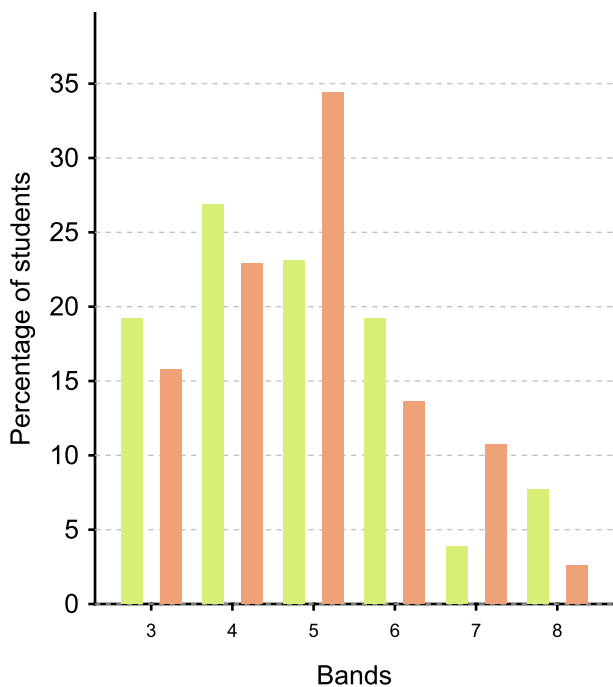
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

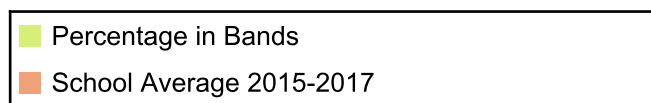
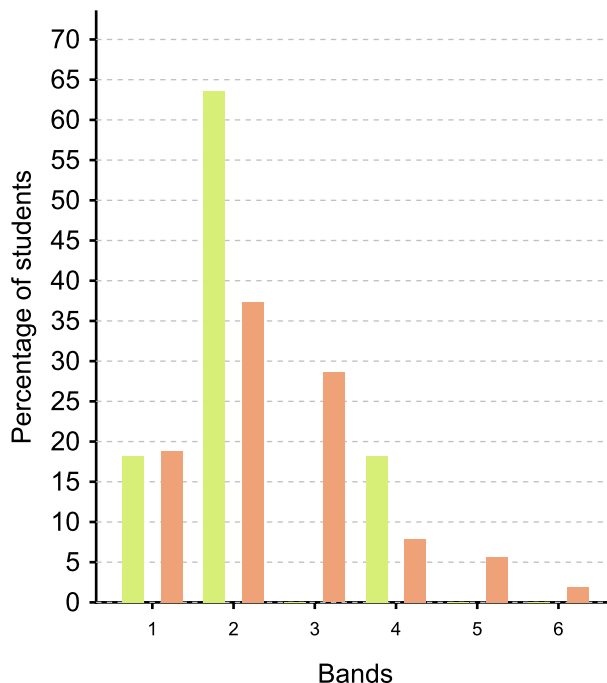


**Percentage in bands:**  
Year 5 Reading

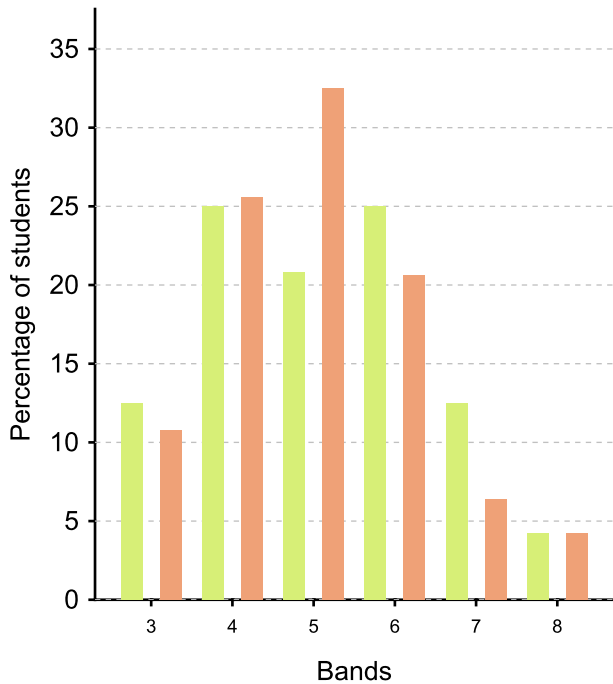


66.7% of students achieved greater than or equal to expected growth in Year 5 NAPLAN Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

33% Aboriginal students achieved greater than or equal to expected growth in Year 5 NAPLAN Numeracy.

100% Aboriginal students achieved greater than or equal to expected growth in Year 5 NAPLAN Spelling.

## Parent/caregiver, student, teacher satisfaction

This year our school participated for the first time in the Tell Them From Me Survey. This comprehensive parental, teacher and student survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

### **PARENT SATISFACTION**

6 families took part in the survey. The element scores are presented below.

- *Parents feel welcome at our school:* 8.4
- *Parents are informed by our school:* 8.3
- *Parents support learning at home:* 5.5
- *The school supports learning:* 7.9
- *The school supports positive behaviours:* 8.8
- *The school is safe:* 8.3
- *The school is inclusive:* 7.9

### **TEACHER SATISFACTION**

All teachers, including itinerant and RFF teachers took part in the survey. The element scores are presented below.

- *Leadership:* 8.1
- *Collaboration:* 7.9
- *Learning Culture:* 7.9
- *Data Informs Practice:* 7.3
- *Teaching Strategies:* 7.6
- *Technology:* 6.7
- *Inclusive School:* 8.1
- *Parent Involvement:* 6.5

### **STUDENT SATISFACTION**

Students in Years 4, 5 and 6 took part in the survey. The key findings are presented below.

- 80% of students in this school had a high sense of belonging
- In this school, 83% of students had positive relationships

- 87% of students in this school valued school outcomes
- In this school, 63% of students had positive homework behaviours
- In this school, students rated Effective Classroom Learning Time 8.5 out of 10; the NSW Govt norm for these years is 8.2
- In this school, students rated Relevance 8.3 out of 10; the NSW Govt norm for these years is 7.9.

## Policy requirements

### Aboriginal education

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

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.

As part of NAIDOC celebrations all students participated in the Yindyamurra Sculpture Walk. This walk features a series of stunning contemporary sculptures lining the Wagirra Trail from Kremur Street to Wonga Wetlands. Eleven sculptures created by local Aboriginal artists have been installed along the trail. Student groups were accompanied on the trail by a guide so that they could learn about the sculptures and the local environment.

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

### Multicultural and anti-racism education

In 2017 AWPS continued to embrace our cultural diversity. Students from language backgrounds other than English represents 1% 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 demonstrate 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, including creating a mural for the school.