

# Albury West Public School Annual Report



2018



RESPECT RESPONSIBILITY CARE

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## Introduction

The Annual Report for **2018** 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

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## 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 150+, which draws students from the western part of Albury.

With 7 classes and teachers in support roles, the teaching staff mix is one 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 28% 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.

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 and leadership 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 curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. Attention to individual learning needs has been a key component of our progress throughout the year. Students with high learning needs are being identified early and the Learning Support Team supports parents to become more involved in planning and supporting the learning directions for their child.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. Changes in teacher practice, including the use of data analysis, classroom observations, and feedback and syllabus knowledge has resulted in increased levels of student learning and engagement. Importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of 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. The leadership team has been successful in leading the

initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. 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.

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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

Engaging every student at Albury West in meaningful and future focused learning experiences will support students in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.

## Overall summary of progress

Staff provided innovative learning opportunities for students to learn and achieve in a variety of ways. Throughout the year student data has been used to lead learning and interventions. Staff have used assessment data to understand where students are in their learning and where they need to progress to. The Learning Support Team, Instructional Leader and class teachers worked together to implement intervention plans and individual learning plans. Teachers have been trained in literacy and numeracy initiatives including TEN (Targeting Early Numeracy) and BNL (Building Numeracy Leadership). These initiatives are improving student learning, particularly in the Kindergarten to Year 2 classes. Curriculum development has been enhanced by learning alliances with other schools and organisations in the development of a positive learning culture and consistency across the local school community.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities	Socio-economic background \$10411 (0.1 staffing allocation)  \$63796 Aboriginal Background  \$202717 Socio-economic background  \$104677 Low Level Adjustment Disability (includes 0.7 staffing allocation)	37.8% students in Year 3 achieved in the top two bands in NAPLAN Reading (up from 17%).  14.3% students in Year 3 achieved in the top two bands in NAPLAN Numeracy (up from 3%).  32% of students in Year 5 achieved expected growth in NAPLAN Reading.  59% of students in Year 5 achieved expected growth in NAPLAN Numeracy.
Students will achieve their year appropriate expected growth in Literacy (with a focus on understanding texts) and Numeracy	As above	74% of Kindergarten students are reading at level 8+ at the end of Term 4.  50% of Year 1 students are reading at / or above expected reading levels at the end of Term 4.  72% of Year 2 students are reading at / or above expected reading levels at the end of Term 4.

## Next Steps

Continue to work with an Instructional Leader with a priority of improving student learning outcomes and teacher performance through further strengthening of feedback to students and using data to inform practice.

The Learning Support and Team to provide staff with differentiated learning solutions and point of need interventions to identified students.

Ensure staff are provided with learning opportunities to ensure consistent teacher judgement across all year levels when assessing students using the Learning Progressions and set goals based around what we see as non-negotiables within understanding texts, creating texts, quantifying number and additive strategies.

Review K-6 formative assessment strategies to inform teaching practice for staff and learning activities for students.

## Strategic Direction 2

Fostering teacher quality.

### Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

### Overall summary of progress

All staff have participated in teaching observations from peers, supervisors and staff members within the school. Areas of focus have been negotiated beforehand and explicit feedback on performance given. To further develop teacher capacity, the school has made arrangements for mentoring and coaching. Teachers follow systematic processes, policies and programs to identify and address individual student learning needs. Interventions for students are monitored and assessed in an on-going manner. Curriculum provision and support meets community needs and expectations, and provides equitable academic opportunities. Teachers provide a range of extra-curricular activities that encourage student development. Quality teaching and professional practice are evident in all learning environments, providing students with opportunities to connect, succeed and thrive.

Teachers collaborated within and across stages to ensure consistency of curriculum delivery and teacher judgement. Teachers planned, and students were engaged in, differentiated and authentic learning experiences based on the syllabus.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.	Early Action For Success (\$95563) which equates to 0.6 staffing allocation  \$19096 professional learning	All staff updated PLAN2 data every 10 weeks concentrating on Creating Texts and Quantifying Number.  Collegiate teams refined programming documents to clearly show differentiation linked to student data.  All staff engaged in 'BNL' and Formative Assessment professional learning.  Results from the Tell Them From Me (TTFM) Surveys (scores are out of 10):  Collaboration: 7.9  Teaching Strategies: 8.0
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.	QTSS Funding (\$24987)	All staff have had opportunities to participate in coaching and / or mentoring practices.

### Next Steps

Continue to build teacher capacity through providing time for teachers to work with the Instructional Leader and the executive.

To further strengthen feedback processes.

Australian Professional Standards for Teachers are used by staff to identify and record development through the Professional Development Plan (PDP) process.

Develop staff PDP's that link directly to the school plan and the School Excellence Framework.

## Strategic Direction 3

Building leadership capacity.

### Purpose

To provide leadership development and professional learning opportunities which build collective efficacy to lead curriculum innovation and sustain excellence in instructional and organisational practices across the school.

To build effective and meaningful relationships with key community partners, who can support the school with resources, expertise and experiences to enrich the school's standing within the local community and promote excellence in teaching, learning and leadership.

### Overall summary of progress

A school culture of collaboration and trust has continued to develop within and across collegiate teams. Professional development linked to school priorities enabled staff to deepen their knowledge and understanding of targeted literacy and numeracy strategies. The What Works Best framework and the Schools Excellence Framework provided a tool allowing staff to demonstrate their leadership when working with colleagues and carrying our leadership roles within the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership development and professional learning opportunities are available.	QTSS Funding (\$24987)	Clear growth and impact as measured against Schools Excellence Framework.  Using the TTFM surveys (results are out of 10) 8.8 teachers indicated that leaders have provided useful feedback about their teaching and have taken the time to observe their teaching.
Students in Years 3–6 actively participate in leadership opportunities.		37% of 3–6 students involved in leadership opportunities.  Results from the TTFM survey show that:  80% of students surveyed have positive relationships and a positive sense of belonging.  94% of students value schooling outcomes.  92% of students surveyed have positive behaviours at school.

### Next Steps

Members of the executive to analyse the PDP Goals across the school to identify trends and then look at capitalising on the expertise of the staff to support the achievement of goals across the school and within our Crossing Point Learning Community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total Aboriginal Equity \$63796	<p>Increased engagement, attendance and achievement of Aboriginal students.</p> <p>Improved learning outcomes in literacy and numeracy for all Aboriginal students.</p> <p>Personalised Learning Pathways developed collaboratively by teachers, parents and students.</p>
<b>Low level adjustment for disability</b>	\$104677 includes 0.7 teaching allocation	<p>44% of students were involved in targeted intervention programs including Minilit.</p> <p>Effective support procedures and practices were in place to address the needs of 2018 Kindergarten students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.254 QTSS staffing allocation.	<p>Teacher PDPs authentically link to SEF, Teaching Standards and reflect school priorities Annual review PDP meeting.</p> <p>Time was provided for executive to meet with teachers and for staff to collaboratively plan teaching and learning programs together.</p> <p>Opportunities for peer observations and ongoing mentoring was provided.</p> <p>Staff capacity has been built through professional learning aligned to the Teaching Standards and their own PDP.</p>
<b>Socio-economic background</b>	<p>Socio-economic background \$202717</p> <p>\$10411 (0.1) staffing allocation</p>	<p>Attendance for all students increased by 0.5%.</p> <p>84% of students demonstrate an understanding of the school values and how to behave accordingly.</p> <p>100% students have a Learning Plan in place resulting in improved learning outcomes in literacy and numeracy for all students. Improved student achievement in reading through the delivery of PreLit and MiniLit.</p> <p>Increased capacity of staff to deliver differentiated curriculum to all students especially in the area of reading and numeracy.</p> <p>Effective support procedures are in place to address the needs of low-socio economic students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	54	53	67	61
Girls	50	65	76	88

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	92.1	91.1	91.3
1	85	94	92.2	95.9
2	95	93.2	95.8	93.2
3	89.6	96.5	92.5	95.2
4	94.9	91	93.2	88.9
5	92.7	93.1	89.9	90.2
6	92.3	91.1	88.8	89.7
All Years	92	92.9	91.9	92.4
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

Staff are committed to improving attendance rates, including partial attendance. Strategies include letters to families following unexplained absences, meetings with families and the support of the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.89
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.93
Other Positions	2

\*Full Time Equivalent

Albury West Public School has one Aboriginal School Learning Support Officer who assists at our school on a temporary basis. We also enjoy a close relationship with our local Aboriginal Educational Consultative Group.

### 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

### Professional learning and teacher accreditation

The major focus areas for professional learning were literacy, numeracy, the delivery of differentiated curriculum and student wellbeing. Professional learning occurred both during and after school hours with staff spending a significant amount of after-school hours participating in professional learning.

Staff were provided professional learning in literacy and numeracy programs appropriate to the grade they were teaching, such as Quality Literacy Practice and Building Numeracy Leadership.

There was a whole school focus on differentiated curriculum delivery and formative assessment practices.

Staff revisited the Positive Behaviour for Learning (PBL) philosophy and school-wide behaviour expectations to ensure consistent expectations of playground behaviour and implementation of the whole-school positive reward system.

All staff completed mandatory training including CPR, Child Protection, Code of Conduct and Anaphylaxis.

Staff successfully completing accreditation requirements.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	409,460
<b>Revenue</b>	2,550,502
Appropriation	2,501,252
Sale of Goods and Services	4,069
Grants and Contributions	42,422
Gain and Loss	0
Other Revenue	0
Investment Income	2,759
<b>Expenses</b>	-2,499,215
Recurrent Expenses	-2,499,215
Employee Related	-2,187,917
Operating Expenses	-311,297
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	51,287
<b>Balance Carried Forward</b>	460,747

Carry over funds include funds for the Leader Psychology role attached to our school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,244,722
Base Per Capita	27,652
Base Location	1,887
Other Base	1,215,183
<b>Equity Total</b>	384,428
Equity Aboriginal	63,796
Equity Socio economic	213,128
Equity Language	2,827
Equity Disability	104,677
<b>Targeted Total</b>	57,342
<b>Other Total</b>	615,891
<b>Grand Total</b>	2,302,383

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.

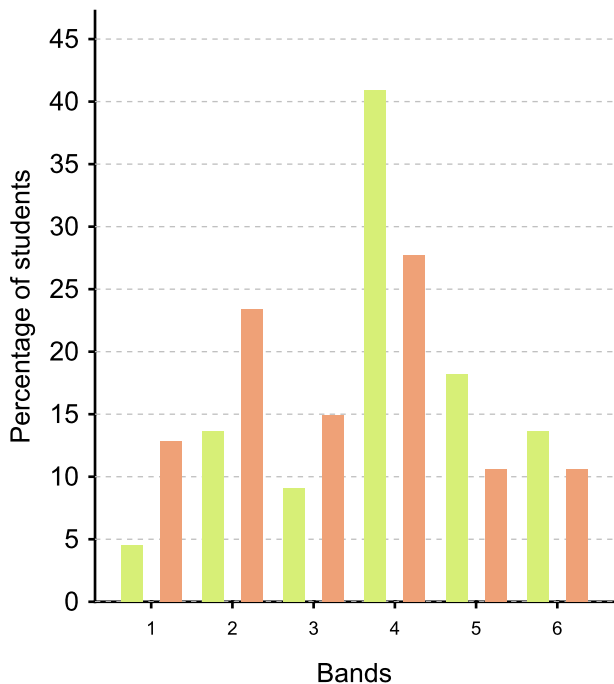
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

31.8% of Year 3 students achieved bands 5 and 6 in NAPLAN reading (an increase of 14.8% compared to 2017 results).

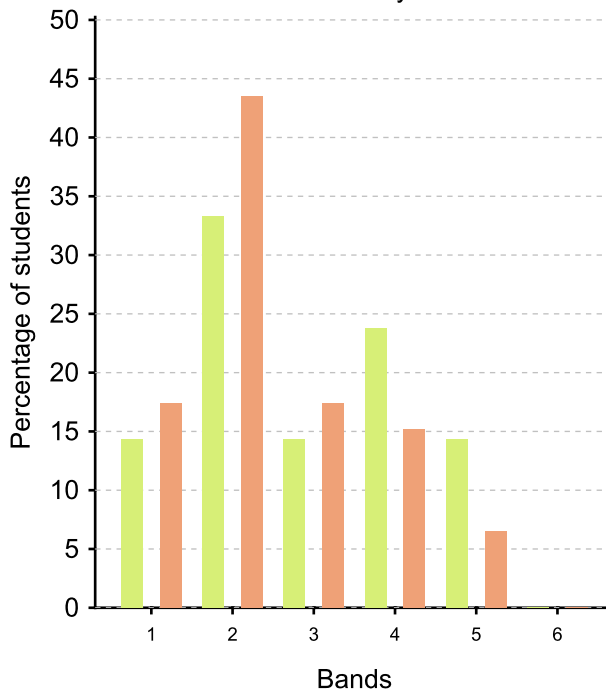
8.3% of Year 5 students achieved bands 7 and 8 in NAPLAN reading.

32% percentage of students achieved expected growth

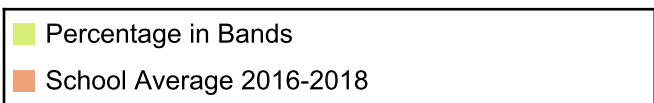
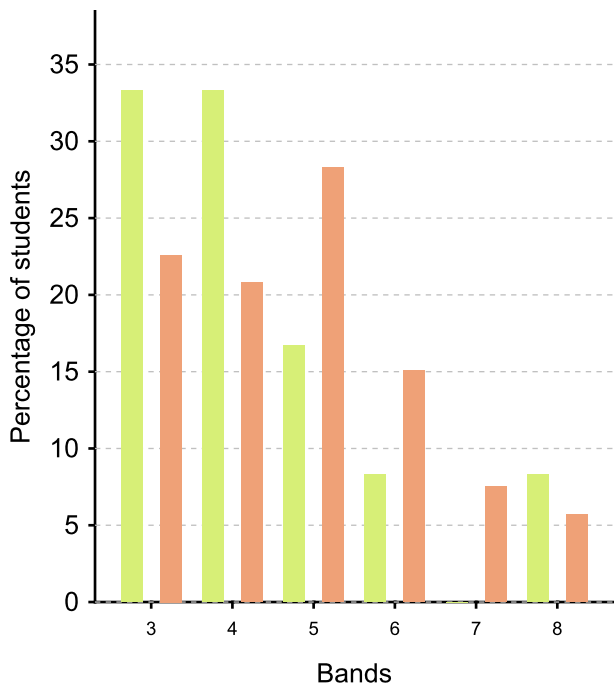
**Percentage in bands:**  
Year 3 Reading



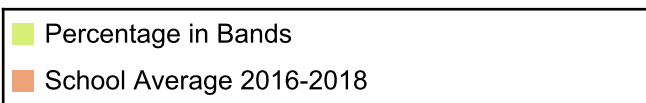
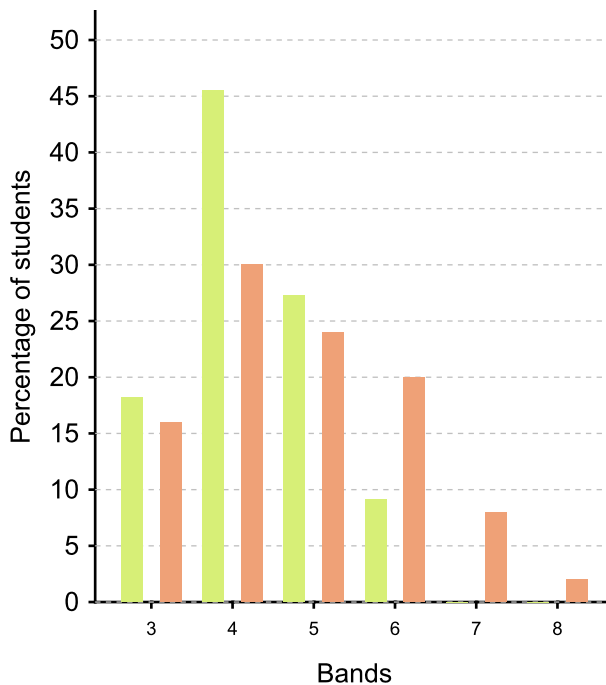
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Numeracy



14.3% of Year 3 students achieved bands 5 and 6 in NAPLAN reading (an increase of 11.3% compared to 2017 results).

59% percentage of students achieved expected growth

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.

The Premier's target was to increase the number (%) of students achieving in the top 2 NAPLAN bands of literacy (reading) and numeracy over 2 years.

The following information shows the percentage of all students working in the top 2 bands in literacy and numeracy as a comparison from 2017 to 2018.

16.67% of students in Years 3 and 5 achieved in the top two bands in literacy and numeracy in 2018, compared to 11.11% in 2017 and 10.34% in 2016.

*State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

The following information shows the percentage of Aboriginal students working in the top 2 NAPLAN bands of literacy and numeracy as a comparison from 2017 to 2018.

9.09% of Aboriginal students in Years 3 and 5 achieved in the top two bands in literacy and numeracy in 2018, compared to 5.88% in 2017.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought feedback from parents, students and teachers about the school.

### Parent satisfaction : Partners in learning survey

Unfortunately, there were not enough responses received from families in order for any meaningful data to be collated and acted upon this year.

### Student satisfaction:

There were 51 replies from students in Year 4 to Year 6. This is equivalent to 94% of students in these grades.

\*80% of students had a positive sense of belonging,

\*94% of students valued school outcomes,

\*86% of students were interested and motivated and

\*96% of students tried hard to succeed

### Teacher satisfaction

75% of staff participated in this survey.

Leadership, Collaboration, Teaching Strategies and an Inclusive School rated highly within our school as strong drivers of student learning.

The following four dimensions of classroom and school practices were rated higher than NSW Government Norms by survey participants in our school:

- \* Challenging and Visible Goals,
- \* Planned Learning Opportunities.
- \* Quality Feedback and
- \* Overcoming Obstacles to Learning.

# Policy requirements

## Aboriginal education

Albury West Public School has an ongoing, strong commitment to ensuring that all students have an understanding and appreciation of the history and culture of Aboriginal people. We recognise the Wiradjuri people as the traditional custodians of the land on which our school is built and we foster this attitude through a number of programs, policies and whole school events.

Our teaching and learning programs support the recognition and understanding of Aboriginal history, culture and contemporary achievements; and as part of our commitment to Aboriginal Education, we:

\*ensure that every Aboriginal student has a Personalised Learning Pathway that is developed in genuine partnership with Aboriginal students, their parents or carers and teachers. This allows us to identify and address the individual needs of all students, and to ensure that we are supporting them through key transition points.

\*maximise Aboriginal student learning through identifying and analysing data (SMART, learning progressions, home learning and attendance) to plan individualised and differentiated learning and support as we continue to strive towards Aboriginal students matching or bettering the outcomes of all students.

\*Fly the Aboriginal Flag and acknowledge Country at all school assemblies and important events.

\*Acknowledge and participate in Reconciliation Week and NAIDOC Week.

\*Have representation in local Aboriginal Education Consultative Group (AECG) meetings.

\*Recognise student excellence in attendance, school participation and academic achievement at the Albury Proud and Deadly awards.

## Multicultural and anti-racism education

Our school has in place teaching and learning programs that ensure cultural inclusivity is embedded.

We foster and support student understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

This year we had 3 students receive teacher support through the EAL/D Program.

Each year we participate in 'Harmony Day' celebrations where cultural diversity is exhibited through dance, sport, art, drama and cooking. The school has a trained Anti-Racism Contact Officer (ARCO).