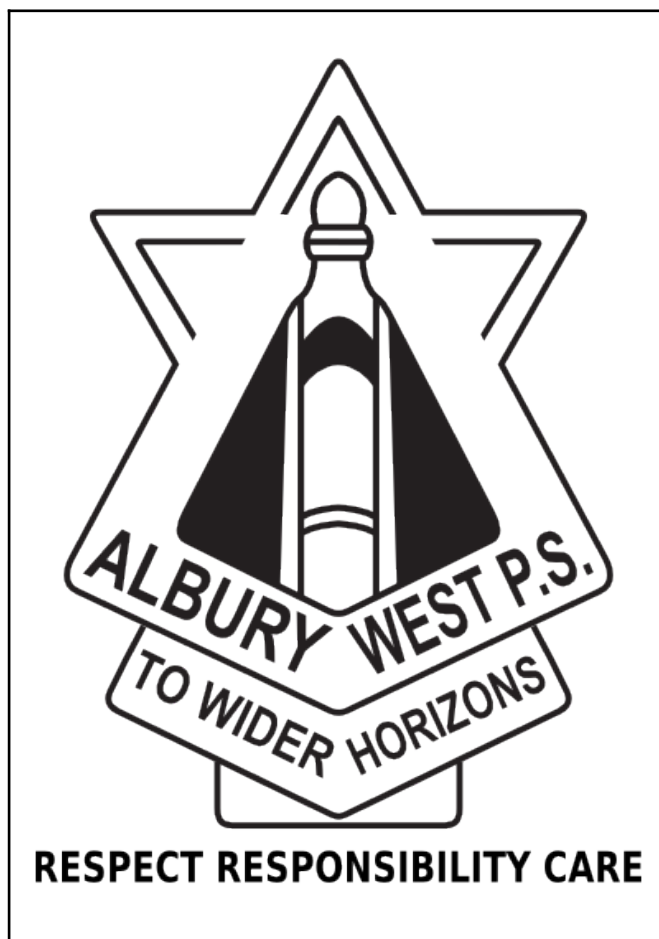# Albury West Public School

2019 Annual Report

1019

Introduction

The Annual Report for 2019 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.

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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities

Students will achieve their year appropriate expected growth in Literacy (with a focus on understanding texts) and Numeracy

Between 55% – 62% students will achieve expected growth in NAPLAN Reading

Between 25% – 35% students will achieve in the top two bands in NAPLAN Reading

Between 65% – 72% students will achieve expected growth in NAPLAN Numeracy

Between 20% – 25% students will achieve in the top two bands in NAPLAN Numeracy

Progress towards achieving improvement measures

Process 1:   Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident.

Assessment, planning and programming and teaching models inform and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Kindergarten reading 55% at/above expected reading levels 28% just under expected reading levels 55% writing vocab of over 30 words 22% writing vocab of between 15–29 words 55% can hear and record over 30 sounds in a sentence 28% can hear and record between 20–29 sounds in a sentence Year 1 53% at/above expected reading levels 14% just under expected reading levels (1–2 levels) Year 2 70% at/above expected reading levels 4% just under expected reading levels (1–2 levels) Year 5 Growth 50% of Year 5 students achieved at or above expected growth in NAPLAN	Socio–economic background $10,672 (0.1 Staffing allocation) $61,403 Aboriginal background $222,000 Socio–economic background $106,498 Low Level Adjustment Disability (includes 0.7 staffing allocation)

Progress towards achieving improvement measures	
Reading and Writing 58% of Year 5 students achieved at or above expected growth in NAPLAN Spelling 42% of Year 5 students achieved at or above expected growth in NAPLAN Grammar and Punctuation and Numeracy	

Process 2:   **Personalised Learning**

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include:L3, TEN and MiniLit and is supported through EAfS.

Evaluation	Funds Expended (Resources)
All students have a Personalised Learning Pathway in place, with 63% of these pathways being jointly constructed with parents and carers. All students have a Learning Plan with documentation of appropriate adjustments, with 22% of identified students receiving small group targeted intervention. This includes MiniLit, small group literacy intervention and the implementation of the new program called MacqLit. All students received an end of year report reporting on academic progress and social and behavioural elements were also reported on.	Socio–economic background $10,672 (0.1 Staffing allocation) $61,403 Aboriginal background $222,000 Socio–economic background $106,498 Low Level Adjustment Disability (includes 0.7 staffing allocation)

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.

Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

Progress towards achieving improvement measures

Process 1:   Research–based pedagogy

Solid research, through the EAfS initiative, will be drawn upon to develop and implement high quality professional learning in literacy and numeracy teaching practices.

(e.g. L3, Visible Learning, TEN).

Evaluation	Funds Expended (Resources)
Embedding of quality literacy and numeracy programs K–6 has continued to be a focus. Teaching pedagogy and professional learning reflected Dylan Wiliam's Formative Assessment with the 9 modules completed throughout the year by all teaching staff.	$97,953 Early Action for Success (which equates to 0.6 Staffing Allocation) $18,951 Professional Learning

Process 2:   Collaborative Practice

Develop and implement collaborative processes supporting valid teacher judgement in the literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
Staff participated in collaborative classroom observations through the implementation of the Formative Assessment Modules. Executive carried out Practice Analysis Conversations (PAC) with all staff based upon the principles of Assessment for Learning. PDP's were reviewed as part of the PAC process.	$27,106 QTSS Funding (which equates to 0.254 staffing allocation)

Process 3:   Evaluative Practice

Data, including Learning Progressions, is updated and monitored every 5 weeks to inform teaching and plan for learning.

Leaders will build a culture of high expectations for quality teaching.

Evaluation	Funds Expended (Resources)
Results from the TTFM teacher surveys indicate teachers use data to inform practice with the school mean being 8.7, which is above the NSW Govt Norm	

Progress towards achieving improvement measures	
of 7.8. My assessments help me understand where students are having difficulty. 8.8 I use formal assessment tasks to help students set challenging goals. 9.3 I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 9.3 I use formal assessment tasks to discuss with students where common mistakes are made. 7.9 When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.9 I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.5 I use results from formal assessment tasks to inform my lesson planning. 9.6 I give students feedback on how to improve their performance on formal assessment tasks. 8.2	

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.

Improvement Measures

Leadership development and professional learning opportunities are available.
Students in Years 3–6 actively participate in leadership opportunities.

Progress towards achieving improvement measures

Process 1:   **Student Leadership**

Build the leadership capacity of students.

Evaluation	Funds Expended (Resources)
83% students demonstrated positive behaviours for the year. 66% of students in Years 3–6 had a leadership role throughout the year.	

Process 2:   **Aspiring Leadership and Sustainability.**

There is an understanding of, and support for improving leadership within the school community.

Leaders will build current and aspiring leaders' capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching skills development, leadership development and succession planning opportunities.

Develop leaders' organisational capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards (APS) for Principals and Leading & Managing the School.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey results indicate a school norm of 8.4, which is above the NSW Govt Norm of 7.1. School leaders have helped me establish challenging and visible learning goals for students. 7.5 School leaders have helped me create new learning opportunities for students. 7.5 School leaders have provided me with useful feedback about my teaching. 8.2 School leaders have helped me improve my teaching. 7.9 School leaders have provided guidance for monitoring student progress. 8.2 I work with school leaders to create a safe and orderly school environment.	$27,106 QTSS Funding which equates to 0.254 staffing allocation

Progress towards achieving improvement measures	
8.9 School leaders have taken time to observe my teaching. 9.6 School leaders have supported me during stressful times. 8.9	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$61,403 Aboriginal Background Funding	Maintaining engagement , achievements and attendance of indigenous students has continued to be a priority for 2019. Continued use of School Administration Officer to assist with improved attendance, through regular contact with home. Teachers, students, parents and carers contributed to and developed Personalised Learning Pathways.
Low level adjustment for disability	$106,498 which includes 0.7 staffing allocation	44% of students were involved in targeted intervention programs including Minilit. Effective support procedures and practices were in place to address the needs of 2019 Kindergarten students. Students needing additional support in literacy and numeracy were provided with additional classroom support by utilising additional teaching staff and support personnel.
Quality Teaching, Successful Students (QTSS)	$27,106 QTSS which equates to 0.254 staffing allocation	The Quality Teaching, Successful Students (QTSS) funding was used to continue to provide teachers across the school with additional release from face to face time to focus on refining their teaching practice. This funding assisted the school to provide support structures for staff via collaborative staff planning, peer observation, ongoing mentoring and support across the school. The program continued to contribute to building staff capacity through professional learning aligned to the Australian Teaching Standards and supporting staff working towards achieving their personal goals as identified through our school–wide Performance and Development Plan (PDP) process. We were also involved in taking Dylan Wiliam's Formative Assessment training, with all staff completing the first year of 9 modules focussing on collegial observation and feedback in order to move forward.
Socio–economic background	$232,672 Socio–economic Background which includes 0.1 staffing allocation	PreLit, MiniLit, MultiLit and MacqLit intervention programs improved student achievement in reading and comprehension. Increased capacity of staff to deliver differentiated curriculum (through the QTSS program and EAFS initiative) to all students, especially in the area of reading comprehension and writing. Effective practices and support procedures are in place to address the needs of low socio–economic 2019 Kindergarten students.
Support for beginning teachers	Beginning Teacher funding allocation $18,951	Extra casual release days were funded for our new and beginning teachers. They received extra support, with additional release from face to face teaching to increase their

Support for beginning teachers	Beginning Teacher funding allocation $18,951	confidence in implementing school wide processes into classroom practice. Formal professional learning opportunities were funded to provided assistance with issues facing new and beginning teachers. Improved classroom practice, behaviour management and the understanding of whole school responsibilities were strengthened through the mentoring and coaching program as provided by QTSS and the Graduate Teacher Support Program which is an Albury based initiative.

Albury West Public School 1019 (2019)

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	53	67	61	65
Girls	65	76	88	76

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.1	91.1	91.3	88.5
1	94	92.2	95.9	91.6
2	93.2	95.8	93.2	93.7
3	96.5	92.5	95.2	93.3
4	91	93.2	88.9	94.5
5	93.1	89.9	90.2	89.6
6	91.1	88.8	89.7	91
All Years	92.9	91.9	92.4	92
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.91
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	1.73
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	460,747
Revenue	2,543,135
Appropriation	2,497,651
Sale of Goods and Services	4,129
Grants and contributions	40,161
Investment income	1,194
Expenses	-2,415,861
Employee related	-2,182,576
Operating expenses	-233,285
Surplus / deficit for the year	127,274

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	77,098
Equity Total	410,275
Equity - Aboriginal	61,403
Equity - Socio-economic	232,672
Equity - Language	3,171
Equity - Disability	113,029
Base Total	1,236,308
Base - Per Capita	34,961
Base - Location	1,699
Base - Other	1,199,648
Other Total	686,741
Grand Total	2,410,422

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought feedback from parents, students and teachers about the school.

Parent satisfaction: Partners in learning survey

The following responses represent 23% of the school and reflect the school mean being 1.0 above the NSW Govt Norm.

* parents feel welcome

* parents are informed

* parents support learning at home and

* the school is inclusive

Student satisfaction:

There were 39 replies from students in Year 4 to Year 6. This is equivalent of 80% of students in these grades.

* 73% of students had a positive sense of belonging

* 93% of students valued school outcomes

* 83% of students were interested and motivated and

* 87% of students tried hard to succeed

Teacher satisfaction 57% of staff participated in this survey.

Leadership, Collaboration, Data Informs Practice 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.