2020 Annual Report

Albury West Public School

RESPECT RESPONSIBILITY CARE

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Introduction

The Annual Report for 2020 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.

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School vision

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 teacher and student capacity in the learning process.

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

Self-assessment using the School Excellence Framework

Elements	2020 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

Literacy Target

Baseline 17.17%

Upper Bound 29.4%

Lower Bound 24.4%

= 3.642 students move in literacy data

Numeracy Data

Baseline 10.40%

Upper Bound 22.6%

Lower Bound 17.6%

= 3.6 students move in numeracy data

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)
Week 38 data shows that: • 71% Kindergarten students (15) have a writing vocabulary of more than 30 words • 24% Kindergarten students (5) have a writing vocabulary of 15-29 words • 5% Kindergarten student (1) has a limited writing ability • 76% Kindergarten students are reading at/above expected levels for this time of the year. • 14% Kindergarten students are reading just 1-2 levels below expectation	Tell The From Me (TTFM) Survey Results. Early Action For Success Week 38 data collated. Teaching and learning programs, classroom observations, PLAN 2,

Progress towards achieving improvement measures	
for this time of year. • 10% Kindergarten students are reading more than 2 levels below expectation for this time of year. • 58% Year 1 students are reading at/above expected levels for this time of the year. • 16% Year 1 students are reading just 1-2 levels below expectation for this time of year. • 26% Year 1 students are reading more than 2 levels below expectation for this time of year. • 75% Year 2 students are reading at/above expected levels for this time of the year. • 0% Year 2 students are reading just 1-2 levels below expectation for this time of year. • 25% Year 2 students are reading more than 2 levels below expectation for this time of year. Tell Them From Me Survey Results indicate: • 98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. • 81% of students are interested and motivated in their learning which is above the NSW Govt Norm of 78%. • 92% of students try hard to succeed in their learning which is above the NSW Govt Norm of 86%. 9 respondents completed the Parent Tell Them From Me Survey, results indicate: • a school mean of 8.6 indicate parents feel the school supports learning, which is above the NSW Govt Norm of 7.3. Data is being used to effectively plan for student growth across the school. All teachers have demonstrated growth in their knowledge of formative assessment to inform future learning in literacy and numeracy, as evidenced in their programs and observation data. Through setting Focus Areas using Plan 2, our knowledge and understanding of the use of data for future planning is evident. We have developed an agreed process/policy for the collection and analysis of student data in literacy and numeracy that will track student progress as well as how we plan to use that data to inform our teaching programs. A fundamental belief is that all students can learn and make progress. In 2021 we will implement, embed and evaluate the systems and structures we have established through this policy and continue to share expertise across our school.	school agreed processes to track and analyse data.

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)
In the Tell Them From Me Survey results indicate: • a school mean of 8.9 in Expectations for success, which is above the NSW	AP LaST.

Progress towards achieving improvement measures	
Govt Norm of 8.7. 9 respondents completed the Parent Tell Them From Me Survey, results indicate: • a school mean of 8.6 indicate parents feel welcome, which is above the NSW Govt Norm of 7.4. • a school mean of 8.2 indicate parents are informed, which is above the NSW Govt Norm of 6.6. • a school mean of 8.6 indicate parents feel the school supports learning, which is above the NSW Govt Norm of 7.3. • a school mean of 8.7 indicate parents feel the school supports positive behaviour, which is above the NSW Govt Norm of 7.7. • a school mean of 8.9 indicate parents feel the school supports safety at school, which is above the NSW Govt Norm of 7.4. • a school mean of 8.6 indicate parents feel the school is inclusive, which is above the NSW Govt Norm of 6.7. • 89% of families would recommend our school to other parents. All teachers have demonstrated growth in their knowledge of formative assessment to inform future learning in literacy and numeracy, as evidenced in their programs and observation data. With the support of PLAN2 data, our knowledge and understanding of the use of data for future planning is increasing. We have developed an agreed process/policy for the collection and analysis of student data in literacy and numeracy that will track student progress as well as how we plan to use that data to inform our teaching programs. A fundamental belief is that all students can learn and make progress. In 2021 we will implement, embed and evaluate the systems and structures we have established this year and continue to expand upon these evaluative processes, including the use of the ACER assessments and the departments short assessments in literacy and numeracy.	LaST teacher allocation and additional LaST teacher time provided by Low SES funding. SLSO support.

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)
School leaders used the Formative Assessment Framework and the evidence of the School Excellence Framework to plan, implement and analyse school wide improvement processes. 8.4 out of 10 teachers recognise that school leaders are leading and communicating positive school improvement and change using evidence based research.	Equity loading funding.

Process 2:   Collaborative Practice

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

Evaluation	Funds Expended (Resources)
11 respondents completed the Teacher Tell Them From Me Survey, results indicate: • a school mean of 8.4 in Leadership, which is above the NSW Govt Norm of 7.1. • a school mean of 8.5 in Collaboration, which is above the NSW Govt Norm of 7.8. • a school mean of 8.4 in Learning Culture, which is above the NSW Govt Norm of 8.0. • a school mean of 7.9 in Data Informs Practice, which is above the NSW Govt Norm of 7.8. • a school mean of 8.1 in Teaching Strategies, which is above the NSW Govt Norm of 7.9. • a school mean of 8.7 in Leadership, which is above the NSW Govt Norm of 8.2. • a school mean of 8.0 in Challenging and Visible Goals, which is above the NSW Govt Norm of 7.5.	Teacher programs, PLAN2 Data, Practice Analysis Conversation, meeting notes. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($0.00)

Progress towards achieving improvement measures	
QTSS leaders embed collaborative practice, reflection and data analysis to develop teacher capacity and embed school improvement practices within and across the school. The school is performing above State mean on TTFM 2020 teacher survey in the dimensions of Leadership, Collaboration, Learning Culture, Data Informs Practice and Teaching Strategies. Funds were used to support the AP to have time off to meet with teachers and carry out PAC's. Analysis of teacher feedback indicates a positive response to classroom observations and the agreed proforma used was very helpful in determining next steps.	

Process 3:   Evaluative Practice

Data, including National Literacy and Numeracy 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)**
School leadership teams analyse reliable data sources to inform school planning and professional learning decisions. Using the QTTS platform to share information and encourage informed analysis and reflection of data informed practice across the broader staff. 11 respondents completed the Teacher Tell Them From Me Survey, results indicate: • a school mean of 8.4 in Leadership, which is above the NSW Govt Norm of 7.1. • a school mean of 7.9 in Data Informs Practice, which is above the NSW Govt Norm of 7.8. • 81% of teachers agree that school leaders are leading improvement and change. • 82% of teachers believe school leaders clearly communicate strategic vision and values for our school.	PLAN Data analysis, staff meeting minutes and notes, PDP goals, teaching programs SENA tests, Best Start data.

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)
129/148 = 87% students have demonstrated school values during 2020 which given the anxiety around COVID-19 is still encouraging. Tell Them From Me Survey results indicate: • a school mean of 8.7 in Positive teacher-student relations, which is above the NSW Govt Norm of 8.4. • 88% of students display positive behaviour at school which is above the NSW Govt Norm of 83%. • 92% of students feel proud of their school.	TTFM Surveys.

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)
11 respondents completed the Teacher Tell Them From Me Survey, results indicate: • a school mean of 8.4 in Leadership, which is above the NSW Govt Norm of 7.1. • a school mean of 8.1 in Teaching Strategies, which is above the NSW Govt Norm of 7.9. • a school mean of 8.7 in Leadership, which is above the NSW Govt Norm of 8.2. • a school mean of 8.0 in Challenging and Visible Goals, which is above the NSW Govt Norm of 7.5. • a school mean of 8.0 in Planned Learning Opportunities, which is above	Beginning Teacher Funds Professional Learning funds CESE Modules of Learning through MyPL

Progress towards achieving improvement measures	
the NSW Govt Norm of 7.6. • a school mean of 7.7 in Quality Feedback, which is above the NSW Govt Norm of 7.3. • a school mean of 8.0 in Overcoming Obstacles to learning, which is above the NSW Govt Norm of 7.7. • 81% of teachers agree that school leaders are leading improvement and change. • 82% of teachers believe school leaders clearly communicate strategic vision and values for our school. School processes are research-based around Bridges out of Poverty, Calmer Classrooms, Play is the Way, Bounce Back) and CESE documentation (Cognitive Load, What Works Best) as well as evidence- based using SCOUT, PLAN2 and school data to inform decision making.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background funding. Personalised Learning Pathways. Tell Them From Me Survey.	Personalised Learning Pathways were developed for all identified Aboriginal students in consultation with classroom teachers, students, parents and carers. We have monitored and maintained engagement and achievement of students in literacy and numeracy. Strategies have been put into place to improve attendance, including Play is the Way, Bounce Back and Positive Behaviour for Learning. Tell Them From Me Survey results indicate: • 90% of Aboriginal students feel good about their culture. • 96% of Aboriginal students feel their teacher has a good understanding of their culture.
Low level adjustment for disability	Low level adjustment for disability funding.	Maintained levels of support through targeted, tiered intervention for students identified as needing learning support. Targeted students were identified through the learning and support team who reviewed data at a school and individual level. SLSO's were employed to support students meet social, emotional and academic learning needs across the school. Additional teachers were employed to assist with the reduction of class sizes and to further support the Learning and Support team.
Quality Teaching, Successful Students (QTSS)	QTSS Funding support.	QTSS funding was utilised to support collaborative practices across the whole school, led by the school's leadership team. Time was provided with a structured framework that guided professional observations, planning, discussions and reflection based on the Assessment for Learning model. Staff capacity continued to be built through professional learning aligned to the Australian Teaching Standards and individual Performance and Development Plans. Utilising the CESE online learning modules assisted staff build their capacity through the What Works Best Framework.
Socio-economic background	Socio-economic background funding.	Continued to support and increased capacity of staff to deliver differentiated curriculum (through the QTSS program) to all students, with a focus on the areas of reading comprehension, writing and place value. Effective practices and support procedures are in place, beginning with our extensive transition to school program, to address the needs of low socio-economic Kindergarten students.
Support for beginning teachers	Beginning Teacher Funding Support	Improved classroom practice, behaviour management and the understanding of whole

| Support for beginning teachers | Beginning Teacher Funding Support | school responsibilities continued to be strengthened through the coaching and mentoring program. Support was provided through additional release from face to face with a mentor under our QTSS model.

Teachers were provided with opportunities to collaboratively plan lessons, observe lessons and discuss student learning data. |
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Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	67	61	65	75
Girls	76	88	76	81

Our student numbers have remained steady. This year our Kindergarten intake was proportionate to our Year 6 group that transitioned to high school. This has enabled us to maintain the same number of classes.

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	91.1	91.3	88.5	93.4
1	92.2	95.9	91.6	91.8
2	95.8	93.2	93.7	92.6
3	92.5	95.2	93.3	94.9
4	93.2	88.9	94.5	90
5	89.9	90.2	89.6	94.7
6	88.8	89.7	91	85.9
All Years	91.9	92.4	92	92.3
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5.9
Literacy and Numeracy Intervention	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

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	588,021
Revenue	2,529,454
Appropriation	2,511,400
Sale of Goods and Services	3,775
Grants and contributions	13,880
Investment income	400
Expenses	-2,485,155
Employee related	-2,227,901
Operating expenses	-257,254
Surplus / deficit for the year	44,298
Closing Balance	632,320

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.

	2020 **Approved SBA** ($)
Targeted Total	67,978
Equity Total	438,374
Equity - Aboriginal	62,431
Equity - Socio-economic	256,753
Equity - Language	2,254
Equity - Disability	116,935
Base Total	1,286,814
Base - Per Capita	33,911
Base - Location	1,529
Base - Other	1,251,374
Other Total	690,329
Grand Total	2,483,495

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought feedback from parents, students and teachers about the school.

Parent satisfaction: Partners in learning survey

The following responses represent 9% 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
- school supports learning
- school supports positive behaviour
- safety at school is supported and
- the school is inclusive

Student satisfaction:

There were 59 replies from students in Year 4 to Year 6. This is equivalent of 94% of students in these grades.

- 78% of students had a positive sense of belonging
- 98% of students valued school outcomes
- 88% of students displayed positive behaviour at school
- 81% of students were interested and motivated and
- 92% of students tried hard to succeed

Teacher satisfaction 79% of staff participated in this survey.

Leadership, Collaboration, Learning Culture, 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.

Albury West Public School is committed to improving the educational outcomes and well-being of Aboriginal students. All teachers at Albury West Public School have implemented Aboriginal perspectives within their classroom programs. This promotes an understanding of Aboriginal culture, Aboriginal history and contemporary Aboriginal themes and issues.

Albury West Public School is committed to delivering positive learning experiences that enhance the understanding of Aboriginal culture. Our school embedded Aboriginal perspectives into classroom practice. Regular lessons in all classrooms had an Aboriginal perspective attached to them and this enabled the culture and traditions of our Indigenous community to be celebrated.

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.

Evidence of effective implementation of the policy at Albury West PS included:

- nomination of a teacher to be the Anti-Racism Contact Officer (ARCO) and ensured that they were trained
- ensuring that complaints of racism were dealt with in accordance with the Complaints Handling Policy Guidelines
- Teachers supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- maintaining records of complaints concerning racism and their resolution in accordance with the Complaints Handling Policy Guidelines
- promoting anti-racism education and the role of the ARCO in the school.

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.

Units of learning have multicultural education embedded in them, helping students understand cultural diversity and the power of inclusion for everyone.