2021 Annual Report

Albury West Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

The year 2021 was like nothing we have experienced before. COVID-19 meant that we had to re-think the running of our school. For many of our students, this meant staying at home and learning remotely.

Our dedicated school staff rose to each challenge we were faced with and we created new ways of learning, including using Microsoft Teams to provide families with resources to support learning from home.

Our school didn't just cope with these changes, we rose to the challenge and managed to thrive.

I would like to thank our P&C for their contribution this year.

Our staff have gone above and beyond in unprecedented circumstances and our families have shown us incredible support during 2021. We look forward to continuing to strengthen our partnerships in 2022.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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

With 7 classes and teachers in support roles, the teaching experience varies from very experienced to early graduates. 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% of our students identifying as ATSI. 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.

Through the situational analysis, we have identified a need to use data driven practices to ensure all students have access to stage appropriate learning. Further supporting teachers in successfully planning and delivering quality, differentiated teacher programs is an ongoing focus. Developing quality assessments tasks and data collation practices, along with ensuring consistency of teacher judgement within the school continues to be a priority.

Our support of individual students is responsive to student need and is continually monitored. Individual targeted support is provided with pre and post assessment carried out to determine the impact of support provided. Continual monitoring of students performance data determines areas of need.

A commitment to ongoing school improvement in high impact, evidence-based professional learning, 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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: Student growth and attainment

Purpose

To maximise student learning outcomes for every student and to build strong foundations for academic success, through personalised learning and data driven practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning
- Data driven practices

Resources allocated to this strategic direction

Literacy and numeracy: $4,829.00
Integration funding support: $114,124.00
Aboriginal background: $23,500.00
Socio-economic background: $270,620.00
Low level adjustment for disability: $118,849.29
English language proficiency: $2,400.00
Location: $1,375.84
Literacy and numeracy intervention: $23,544.78
New Arrivals Program: $5,500.00
Per capita: $38,456.00

Summary of progress

Teachers were supported by school leaders and the Learning Support Team (LaST) to analyse data to inform teaching practice and personalise learning to improve student outcomes. Data was regularly analysed by executive, the LaST and class teachers to monitor student progress in literacy and numeracy.

Baseline data was captured through the Progressive Achievement Test (PAT) Reading and Numeracy and Check In Assessments. Teachers mapped student progression in reading and numeracy periodically in PLAN2 and through tracking of reading ability every 5 weeks in the K-2 classrooms. Throughout the year additional data was captured through the 'Interview for Student Reasoning' and the 'Phonological Awareness' assessments and these results were mapped against the progressions.

K-6 teachers were engaged in high impact professional learning to improve knowledge of the English and mathematics syllabus documents in order to support teachers to respond to the needs of learners. Staff were supported in aligning the learning progressions to syllabus outcomes from Early Stage 1 - Stage 3.

All staff participated in lesson observations and feedback sessions with executive and colleagues in order to support improved teaching practice in the teaching of literacy and numeracy.

Next year, in this strategic direction, we will review the whole-school assessment and reporting schedule to determine which assessments are proving the most useful to teachers when addressing student learning needs and how best to differentiate teaching to support their students.

We will further embed the use of the learning progressions in programming linked with student learning goals and use the Essential Assessments in 2022 as opposed to the ACER Pat Assessments.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: • At least 70% of students completing Kindergarten will have achieved within	77% of Kindergarten students have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions which indicates achievement of set target.

Level 4 of the Understanding Texts elements of the Progressions. • At least 65% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the National Literacy Learning Progressions. Outcome EN2-8b. • At least 70% of students in Years 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in reading. Numeracy: • At least 80% of students completing Year 3 will have achieved the learning indicators within the Additive Strategies element of the Progressions. • At least 65% of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.	73% of students in Year 3 have achieved within Level 7 of the Understanding Texts sub-element of the Literacy Progressions, which indicates achievement of set target. 100% of students in Year 3 have achieved the learning indicators within the Additive Strategies sub-element of the Numeracy Progressions, which indicates achievement of set target. School assessment data for **reading** shows that by **the end of 2021** the following percentage of students in each grade were at or above the average year score on the PAT-R ACER reading assessment: Year 1 - 59% (an increase of 44% when compared to start of Term 1 results). Year 2 - 46% (an increase of 26% when compared to start of Term 1 results). Year 3 - 52% (an increase of 33% when compared to start of Term 1 results). Year 4 - 43% (an increase of 5% when compared to start of Term 1 results). Year 5 - 30% (an increase of 5% when compared to start of Term 1 results). Year 6 - 43% (an increase of 10% when compared to start of Term 1 results). School assessment data for **mathematics** shows that by the **end of 2021** the following percentage of students in each grade were at or above the average year score on the PAT-R ACER mathematics assessment: Year 1 - 94% (an increase of 61% when compared to start of Term 1 results). Year 2 - 50% (an increase of 25% when compared to start of Term 1 results). Year 3 - 74% (an increase of 64% when compared to start of Term 1 results). Year 4 - 57% (an increase of 33% when compared to start of Term 1 results). Year 5 - 61% (an increase of 3% when compared to start of Term 1 results). Year 6 - 33% (an increase of 4% when compared to start of Term 1 results).
Reading: • Between 21% and 31% of Year 3 and 5 students achieve top two bands in NAPLAN. Numeracy: • Between 15% and 20% of Year 3 and 5 students achieve in the top two bands in NAPLAN.	32% of students are now in the top two skill bands (NAPLAN) for reading, and 16% for numeracy indicating achievement of the annual progress measure. In Year 3 NAPLAN Reading 30% of students achieved in the Top 2 bands. In Year 3 NAPLAN Numeracy 20% of students achieved in the Top 2 bands. In Year 5 NAPLAN Reading 33.33% of students achieved in the Top 2 bands. In Year 5 NAPLAN Numeracy 12.5% of students achieved in the Top 2 bands. We are delivering when looking at the NAPLAN Value Added across Years 3 - Year 5. We are delivering when looking at the NAPLAN Value Added across Years

Reading: • Between 21% and 31% of Year 3 and 5 students achieve top two bands in NAPLAN. Numeracy: • Between 15% and 20% of Year 3 and 5 students achieve in the top two bands in NAPLAN.	5 - Year 7.
Reading: • 49% of Year 5 students achieve expected growth in NAPLAN reading. (System-negotiated target). Numeracy: • 62% of Year 5 students achieve expected growth. (System-negotiated target).	The percentage of students achieving expected growth in reading is 67% indicating achievement of the lower bound target. The percentage of students achieving expected growth in numeracy is 24% indicating progress is yet to be seen toward the lower bound target. 67% of Year 5 students achieved expected growth in NAPLAN Reading. 24% of Year 5 students achieved expected growth in NAPLAN Numeracy.
Improvement in teacher self reflection using the What Works Best Toolkit based on August 2020 results.	Self-assessment against the What Works Best Toolkit indicates: 80% of staff believe we set high expectations (a slight decline on 2020 by 5%). 60% of staff believe we demonstrate explicit teaching (a slight decline on 2020 by 2%). 47% of staff believe they use effective feedback in the classroom (a slight increase on 2020 by 51%). 67% of staff believe they use data to inform practice (an improvement on 2020 by 13%). 60% of staff believe they use assessment strategies (an improvement on 2020 by 14%). 93% of staff believe they demonstrate classroom management (an improvement on 2020 by 9%). 93% of staff believe we address student wellbeing (an improvement on 2020 by 16%). 87% of staff believe collaboration is evident (an improvement on 2020 by 13%). Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs. Observation of teaching practice and document analysis of learning programs indicates 100% of classroom teachers utilise learning intent and success criteria in their lessons to establish learning goals for all students and include evidence of adjustments made to accommodate individual student needs. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use, as demonstrated during the external validation process carried out in 2021.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, through a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and engagement
- Attendance
- Strengthened transitions

Resources allocated to this strategic direction

Aboriginal background: $48,300.00

Summary of progress

School leaders used evidence-based research such as the Positive Behaviour for Learning and The Resilience Project (TRP) to further embed and implement school programs that focused on measured improvement in student behaviour and engagement. Through the release from face to face program every student had the opportunity to explore and participate in the Resilience Project giving them the opportunity to reflect upon ways in which they can demonstrate gratitude, empathy and mindfulness. The concepts behind TRP were taken to staff and parents through staff meetings and P&C meetings throughout the year.

Attendance continued to be a daily focus, with recognition of 100% attendance and punctuality being the focus.

Transition programs were heavily impacted by the guidelines implemented in Term 4, which saw all of the programs collapsed for both the transition to school and transition to high school groups.

Next year we will continue to shift the focus of learning support referrals to include an extension of mid-high range ability students. We will further embed The Resilience Project into our school and look at the OZHarvest FEAST program to further support wellbeing and engagement programs with in the school and evaluate the impact of these programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase attendance above the 2020 baseline of 74% to above the current (2021) upper bound system-negotiated target of 75%. • TTFM Wellbeing data (advocacy, belonging, expectations) increases from 94.8% to above current (2021) upper bound system-negotiated target of 100%.	The number of students attending greater than 90% of the time or more has decreased by 9.5%. Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing, as demonstrated during the external validation process carried out in 2021.
• Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students. • A 10% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020. • Greater than 69% teachers believe we are demonstrating best practice	Tell Them From Me data indicates 97% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is an increase of 2.2% on 2020 data. 92% of students demonstrated expected behaviours throughout the year. This was an increase of 5% on 2020 data. 93% teachers believe we are demonstrating best practice when demonstrating Classroom Management as aligned to the What Works Best

when demonstrating Classroom Management as aligned to the What Works Best toolkit. • Greater than 62% teachers believe we are demonstrating best practice when supporting Student Wellbeing as aligned to the What Works Best toolkit.	toolkit indicating achievement of the target set. 93% teachers believe we are demonstrating best practice when supporting Student Wellbeing as aligned to the What Works Best toolkit indicating achievement of the target set.

Strategic Direction 3: Explicit systems for collaboration and feedback

Purpose

To ensure there are consistent practices for school wide assessment, collaboration and feedback to sustain quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment strategies
- Collaboration and Feedback

Resources allocated to this strategic direction

Professional learning: $19,775.00
Early Action for Success (EAfS): $102,907.80
QTSS release: $28,365.85
School support allocation (principal support): $13,604.80
Beginning teacher support: $19,330.00

Summary of progress

In 2021 a professional development schedule was put in place to target professional learning at point of need for all staff. Staff surveys indicated that the professional learning being carried out weekly, in short, sharp sessions increased teacher confidence and deepened their understanding of strategies to effectively teach literacy and numeracy in the classroom setting at the point of need. Feedback showed teachers valued the time provided to collaboratively create and modify teaching and learning programs.

In supporting improvement in teaching practice, the Professional Development Plan (PDP) was supported through a whole school approach to improvement of practice. This was carried out by regular reviews of the PDP and classroom observations, by supervisors and colleagues. The classroom observations were designed to build teacher practice around agreed areas of improvement. The PDPs are aligned to the School Plan and considers teacher experience. Providing a rigid formula through the PDP and Classroom Observation Checklist we can evaluate existing practice using a consistent language to implement professional conversations.

Through document analysis of teaching and learning programs and scope and sequences, it is evident that teachers are incorporating best practice comprehension and numeracy teaching strategies and using differentiation strategies to support student achievement.

Next year, in this strategic direction, we will be training in and implementing new curriculum documents, supported by the AP, C&I position.

We will look at and evaluate Inquisitive and how it fits with the curriculum and supports teachers in their planning and programming.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff demonstrate understanding of the theory and frameworks underpinning Assessment for Learning and all staff are participating in professional learning that focuses on quality teaching. All staff participate in Practice Analysis	Support is provided to beginning and early career teachers through alignment with a mentor and supervisor. This uses the Beginning Teacher and QTSS funding and supports teachers in their programming and teaching practice. Albury West Public School continues to commit to the NSW teacher accreditation processes stipulated by NSW Education Standards Authority, in order to ensure that we have the highest quality teachers in each of our classrooms every day.

Conversations twice yearly. All staff have a PDP in place which shows reflective practices and reflects the school plan. Programs are implemented and reviewed regularly. Assessment for Learning is embedded in Beginning Teacher programs. 100% of new scheme teachers are aligned to a coach mentor.	A beginning teacher worked towards completing their accreditation at Proficient Teacher status, submitting their accreditation Term 3. Three other teachers have completed their first or second cycle of maintenance.
Peer observation practices are implemented across the school supporting teacher collaboration and feedback using Ryan Dunn, Dylan Wiliam and Simon Breakspear frameworks. Teachers and school leaders draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes. All teachers are willing to open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning. School leaders will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.	An end of year teacher survey indicated: 88% of teachers either strongly agree or mostly agree that teachers trust each other. 87% of teachers either strongly agree or mostly agree that it is ok to discuss feelings, worries and frustrations with other teachers. 87% of teachers either strongly agree or mostly agree that teachers respect other teachers who take the lead in school improvement efforts. 87% of teachers either strongly agree or mostly agree that teachers respect colleagues who are experts in their craft. 88% of teachers either strongly agree or mostly agree that they feel respected by other teachers at Albury West. In the later part of the school year, many of the processes that had been developed to improve and strengthen distributed instructional leadership were impacted upon. However, it did provide the opportunity for authentic collaboration and peer support, with teaching staff working together to develop learning from home that utilised Microsoft Teams and other digital platforms. As part of the professional learning completed throughout the year, teaching staff were required to work in teams to review and reflect on the implementation of the practices taught in literacy and numeracy. Teaching staff observed each other's teaching practice and reviewed, analysed and provided peer feedback based upon observations made in a trusted environment. From this improved teaching practice occurred.

Funding sources	Impact achieved this year
Integration funding support $114,124.00	Integration funding support (IFS) allocations support eligible students at Albury West Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • intensive learning and behaviour support for funded students. **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students with this funding will be:** to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
Literacy and numeracy $4,829.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Albury West Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this initiative funding include:** • targeted professional learning to improve literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. • online program subscriptions to support literacy and numeracy. **The allocation of this funding has resulted in:** 77% of Kindergarten students have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions which indicates achievement of set target. 64% of Year 1 students have achieved within Level 5 of the Understanding Texts sub-element of the Literacy Progressions. **After evaluation, the next steps to support our students with this funding will be:** to support students through the development and delivery of reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.
Professional learning $19,775.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Albury West Public School.

Professional learning $19,775.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment strategies **Overview of activities partially or fully funded with this initiative funding include:** • engaging the Instructional Leader to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • engaging the Instructional Leader to provide ongoing professional learning based upon the English and mathematics syllabus documents and how to analyse data collated in order to identify the learning needs of students. **The allocation of this funding has resulted in:** the increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results. **After evaluation, the next steps to support our students with this funding will be:** personalised and targeted professional learning in data analysis.
New Arrivals Program $5,500.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Albury West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in:** 100% of students progressing to the next phase of English learning proficiency. **After evaluation, the next steps to support our students with this funding will be:** professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.
Socio-economic background $270,620.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Albury West Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • Data driven practices **Overview of activities partially or fully funded with this equity loading include:** • Employ an additional teacher to support the Assistant Principal being off class to lead Learning and Support. • Additional Learning and Support teacher time and SLSO time accessed to support targeted interventions for students with literacy and numeracy learning needs.

Socio-economic background $270,620.00	**The allocation of this funding has resulted in:** Literacy NAPLAN results achieving above statistically similar school groups (SSSG) in Years 3 and 5. Numeracy NAPLAN results achieving above statistically similar school groups (SSSG) in Year 3. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands has increased in Year 3 for both literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** to engage the Assistant Principal, Curriculum and Instruction to support our trajectory towards achieving targets. The engagement of additional teaching staff using flexible funding to extend intensive small group reading intervention programs and an 8th class to support smaller class sizes will be a priority in 2022.
Aboriginal background $71,800.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albury West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • Data driven practices • Wellbeing and engagement • Attendance • Strengthened transitions **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students. • staffing release to support development and implementation of Personalised Learning Pathways. • employment of additional staff to support literacy and numeracy programs. • engaging an Aboriginal School Learning Support Officer to facilitate improved community engagement, including the engagement of students and their families with the transition to school program, Little Gems. • employment of teaching staff to support the transition to school program, Little Gems. **The allocation of this funding has resulted in:** an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic due to the COVID lockdowns and the impact on our families. Tell Them From Me data indicated 77% of Aboriginal students feel that they have a sense of belonging. **After evaluation, the next steps to support our students with this funding will be:** to engage the Assistant Principal, Curriculum and Instruction to support teaching staff to deliver differentiated and personalised support to Aboriginal students in literacy and numeracy. Ongoing attendance and transition activities will continue to be a priority. A focus on reengaging families into the school and with school based programs following the impact of COVID will also be a priority.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Albury West Public School.

English language proficiency $2,400.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional School Learning Support staff to support delivery of targeted initiatives. **The allocation of this funding has resulted in:** a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team. The school will continue to provide additional support for identified students through the ongoing employment of SLSOs and them being trained in specific literacy and numeracy interventions, utilising the skill set of the Assistant Principal, Curriculum and Instruction.
Low level adjustment for disability $118,849.29	Low level adjustment for disability equity loading provides support for students at Albury West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. **The allocation of this funding has resulted in:** an increase in students achieving at or above expected growth in NAPLAN results. The school's value-add results have improved and demonstrates Albury West is delivering. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of SLSOs.
Location $1,375.84	The location funding allocation is provided to Albury West Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in:**

Location $1,375.84	increased availability to technology in classrooms. **After evaluation, the next steps to support our students with this funding will be:** to develop and deliver professional learning for classroom teachers in using technology in the classroom.
Beginning teacher support $19,330.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Albury West Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration and Feedback **Overview of activities partially or fully funded with this initiative funding include:** • Early career teachers were provided with additional release time and provided with time to meet and work with their mentor. • Early career teachers were provided with opportunities to learn from more experienced teachers, observe and be observed to improve their practice through classroom triads. **The allocation of this funding has resulted in:** all early career teachers were provided with tailored and targeted support and professional learning to further develop their practice, pedagogy and professional engagement. **After evaluation, the next steps to support our students with this funding will be:** professional learning for all staff will continue to target best practice throughout the school and to develop leadership skills in all staff through meaningful collaboration.
School support allocation (principal support) $13,604.80	School support allocation funding is provided to support the principal at Albury West Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment strategies **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning provided around formative assessment and time made available to mentor new and early career teaching staff. **The allocation of this funding has resulted in:** the increased capacity of all teachers to embed effective practices in formative assessment, resulting in improved internal student results. **After evaluation, the next steps to support our students with this funding will be:** to support our teaching staff's continued growth is personalised and targeted professional learning in the form of mentoring and co-teaching.
Early Action for Success (EAfS) $102,907.80	The early action for success (EAfS) funding allocation is provided to improve students' performance at Albury West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment strategies

Early Action for Success (EAfS) $102,907.80	**Overview of activities partially or fully funded with this initiative funding include:** • employment of Instructional Leader to support literacy and numeracy programs. • lead professional learning opportunities available through the Numeracy Strategy. • lead analysis of student performance data with whole school and stage teams. • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students. **The allocation of this funding has resulted in:** an increase in percentage of Year 5 students in the top two bands in reading from 17% to 33% and an increase in percentage of students in the top two bands in numeracy from 0% to 12.5%. Value-add for Years 3-5 is Delivering. **After evaluation, the next steps to support our students with this funding will be:** to support our students through the employment of 1.2 Assistant Principal, Curriculum and Instruction in 2022.
QTSS release $28,365.85	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albury West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment strategies **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • assistant principals provided with additional release time to support classroom programs. • implementation of instructional rounds to strengthen quality teaching practices. **The allocation of this funding has resulted in:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** utilising the Assistant Principal, Curriculum and Instruction and the Assistant Principal to lead improvement in assessment data analysis and new curriculum implementation.
Literacy and numeracy intervention $23,544.78	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Albury West Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this initiative funding include:** • employment of a classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. • employment of additional LaST to address the identified needs for

Literacy and numeracy intervention $23,544.78	students who require additional support in literacy and numeracy. **The allocation of this funding has resulted in:** differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. **After evaluation, the next steps to support our students with this funding will be:** the continued engagement of additional teaching staff and School Learning Support staff using other flexible funding to extend intensive small group reading intervention programs.
COVID ILSP $117,999.77	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of a teacher to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student focus groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • releasing staff to participate in professional learning in literacy and numeracy. **The allocation of this funding has resulted in:** the majority of the students in the programs achieving significant progress towards their personal learning goals. **After evaluation, the next steps to support our students with this funding will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	61	65	75	79
Girls	88	76	81	74

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	91.3	88.5	93.4	86
1	95.9	91.6	91.8	90.1
2	93.2	93.7	92.6	88.4
3	95.2	93.3	94.9	92.2
4	88.9	94.5	90	91.2
5	90.2	89.6	94.7	84.2
6	89.7	91	85.9	91
All Years	92.4	92	92.3	88.9
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Albury West Public School 1019 (2021)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.95
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	632,320
Revenue	3,034,032
Appropriation	3,005,418
Sale of Goods and Services	4,737
Grants and contributions	23,476
Investment income	201
Other revenue	200
Expenses	-3,079,847
Employee related	-2,694,566
Operating expenses	-385,281
Surplus / deficit for the year	-45,816
Closing Balance	586,504

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	114,124
Equity Total	467,977
Equity - Aboriginal	73,023
Equity - Socio-economic	273,705
Equity - Language	2,400
Equity - Disability	118,849
Base Total	1,415,103
Base - Per Capita	38,457
Base - Location	1,376
Base - Other	1,375,271
Other Total	726,257
Grand Total	2,723,462

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.

Parent/caregiver, student, teacher satisfaction

In 2021 the school sought feedback from parents, students and teachers about the school.

Parent satisfaction:

Partners in learning survey

The following responses represent 20% of the school and reflect the school mean being equal to or 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 64 replies from students in Year 4 to Year 6. This is equivalent of 94% of students in these grades.

- 72% of students had a positive sense of belonging
- 80% of students have positive relationships
- 95% of students valued school outcomes
- 97% of students displayed positive behaviour at school
- 83% of students were interested and motivated and
- 95% of students tried hard to succeed

Teacher satisfaction

88% of staff participated in this survey.

Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Albury West Public School 1019 (2021)