

2022 Annual Report

Albury West Public School



RESPECT RESPONSIBILITY CARE

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Introduction

The Annual Report for 2022 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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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 8 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 25% Aboriginal 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.

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. Implementing quality assessments, further enhancing data analysis skills and ensuring consistent teacher judgment is evident across the school continues to be a priority.

The targeted support for individual students is responsive to identified needs. Individual targeted support is provided with pre and post assessment carried out to determine the impact of support provided. Through the close monitoring of student performance data, areas of focus are determined.

A commitment to ongoing school improvement in high impact, evidence-based professional learning and school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. This disciplined focus provides a vehicle to build teacher capacity to teach explicitly, at point of need and is responsive to the needs of all students.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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

Socio-economic background: \$260,020.10

QTSS release: \$29,764.54

Integration funding support: \$119,835.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$118,520.75

AP Curriculum & Instruction: \$180,685.20

Location: \$1,250.60

Per capita: \$38,659.97

Summary of progress

Personalised Learning

A focus for this year was improving our specialised support to meet the needs of our school community. The Learning and Support Team (LaST) worked alongside the Assistant Principal Curriculum and Instruction (AP C&I) and classroom teachers to support students who were identified as needing individual support in their learning, based upon assessment data and classroom observations. The consistent implementation of explicit and evidence-based differentiated teaching delivery, with the focus of high expectations and excellence in teaching and student learning was a continued focus.

Teachers employed assessment strategies to understand students' strengths and areas for improvement, allowing for the development of a variety of meaningful learning opportunities that catered to the full range of understanding and abilities in the classroom.

The LaST team identified evidenced based programs to support groups of children who were at risk in their learning and used programs such as Minilit and Macqlit to support students with reading challenges.

In 2023 the focus will be to enhance the skills of School Learning Support Officers (SLSOs) aligning with the goal of providing personalised and targeted learning experiences that meet the diverse needs of all students. Through targeted professional learning, SLSOs and teachers can focus on evidence-based practices and continuous improvement.

Data driven practices

The school executive led staff in the analysis of NAPLAN, Check-in Assessment data and Essential Assessment data. The goal was to build teacher capacity to interpret and analyse data to inform future teaching.

Additional to this was the up-skilling of staff to utilise assessments to triangulate a clearer picture of individual student learning needs. We reviewed whole school processes for the collection, analysis and tracking of student assessment data and continue to determine a consistent approach across the school. Additional to this was building the capacity of staff to provide students with consistent, clear and specific feedback that identifies the next step and skills needed for improvement. We will continue to focus on developing a culture of high expectations through internally lead PL and complement this by engaging in externally sourced PL for staff to further enhance their provision of explicit and individualised learning programs.

In 2023, we will continue to focus on deepening staff understanding of and use of assessment data through further internally led PL and complement this with providing PL for staff in utilising SCOUT to further enhance their data literacy and analysis skills. As a staff, we will finalise and implement the whole school assessment schedule and continue to ensure clear procedures and protocols are in place to guarantee consistency across the school.

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
<p>Reading:</p> <ul style="list-style-type: none"> At least 75% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Progressions. At least 70% 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 75% of students in Years 2-6 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the Essential Assessment in reading. <p>Numeracy:</p> <ul style="list-style-type: none"> At least 80% of students completing Year 3 will have achieved the learning indicators within the Additive Strategies element of the Progressions. At least 70% 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 Essential Assessment in numeracy. 	<p>Reading</p> <p>75% of Kindergarten students are working within Level 4 Understanding Texts, indicating achievement of target.</p> <p>53% of Year 3 students are working at Level 7 Understanding Texts, indicating progress is yet to be seen toward the target.</p> <p>48% of Year 4-6 students demonstrated 0.4 growth in reading, indicating progress is yet to be seen toward the target.</p> <p>Numeracy</p> <p>47% of Year 3 students demonstrated proficiency as expressed through Additive Strategies 7, indicating progress is yet to be seen toward the target.</p> <p>50% of Year 4-6 students demonstrated 0.4 growth in numeracy, indicating progress is yet to be seen toward the target.</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> 63% of Year 5 students achieve expected growth. (System-negotiated target). 	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured.</p>
<p>Reading:</p> <ul style="list-style-type: none"> 51% of Year 5 students achieve expected growth in NAPLAN reading. (System-negotiated target). 	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured.</p>
<p>Reading:</p> <ul style="list-style-type: none"> Between 25% and 35% of Year 3 and 5 students achieve top two bands in NAPLAN. 	<p>31% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the of the lower bound target.</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> Between 20% and 25% of Year 3 and 5 students achieve in the top two bands in NAPLAN. 	<p>23% of students are now in the top two skill bands (NAPLAN) for numeracy indicating achievement of the of the lower bound target.</p>
<p>Improvement in teacher self reflection using the What Works Best Toolkit based on August 2020 results.</p>	<p>Self-assessment against the What Works Best Toolkit indicates:</p> <p>100% of staff believe we set high expectations (an increase on 2021 by 20%).</p> <p>100% of staff believe we demonstrate explicit teaching (an increase on 2021 by 40%).</p> <p>67% of staff believe they use effective feedback in the classroom (an increase on 2021 by 20%).</p> <p>92% of staff believe they use data to inform practice (an improvement on 2021 by 25%).</p>

Improvement in teacher self reflection using the What Works Best Toolkit based on August 2020 results.

92% of staff believe they use assessment strategies (an improvement on 2021 by 32%).

100% of staff believe they demonstrate classroom management (an improvement on 2021 by 7%).

92% of staff believe we address student well being (a slight decline on 2020 by 1%).

92% of staff believe collaboration is evident (an improvement on 2021 by 5%).

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 intentions 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 excelling in the element of data skills and use.

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: \$62,606.17

Summary of progress

Wellbeing and engagement

In 2022, we engaged in professional learning (PL) based upon the Inclusive, Engaging and Respectful Schools policies. Staff were provided with time, through staff meetings, to engage in both professional learning and collaborative discussions around the new reform.

With Positive Behaviour for Learning (PBL) now firmly entrenched within our school, we believe that in conjunction with the new policies and The Resilience Project (TRP), as a school we continue to improve the social, emotional, behavioural and academic outcomes for every student who attends our school. Using the Tell Them From Me data, 87% of our students believe they have positive relationships and that they display positive behaviour at school.

PBL and TRP will continue to be supported as a direction in student wellbeing and behaviour management in 2023. This will be supported through improved lesson plans and refining data recording methods.

Attendance

We continued to work collaboratively with the Home School Liaison Officer (HSLO) to review, update and communicate attendance procedures to all staff. Throughout the year, attendance check-ins were conducted every 5 weeks to follow up and report on unexplained absences, and students with attendance rates below 90%. Teachers were supported by the executive, to ensure that procedures were followed, instances of irregular attendance were responded to, strategies were put in place to reengage students, including linking with external agencies such as the Westside Community Centre and referral to the HSLO where appropriate.

Attendance percentages at or above 90% saw a steady improvement in the second semester.

In 2023, the executive will continue to support teachers to implement attendance procedures and complete attendance reports to ensure students with irregular attendance are supported to be at school.

Strengthened transitions

Our focus for 2022 was developing and improving the engagement with our families by strengthening our communication strategies and transition programs. Our transition to school program, Little Gems, was well supported and provided 20 weeks of school orientation for our 2023 kindergarten cohort. This program allowed us the opportunity to plan for any additional learning or behaviour needs identified throughout the second semester. Through high school transition programs, with Albury High School, students had the opportunity to experience lessons in subjects such as Science, Visual Arts, Robotics, Agriculture and Food Technology. These activities provided students with an early, positive taste of high school life.

Next year we will focus more on improving the programs to support students transitioning from Year 2 to Year 3.

In 2023, we will continue to build on providing authentic opportunities for the wider community to be involved and engaged in school processes, events, and decision making, ensuring community engagement is authentic and continues to build a culture of inclusiveness. Initial plans are in place to design a mural and create a yarning circle.

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
<ul style="list-style-type: none"> • Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. • Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined • Increase attendance above the 2020 Baseline of 74.2% to improve upon the lower bound system-negotiated target of 85%. 	<p>The number of students attending greater than 90% or more of the time equates to 32.5%, which has seen a decrease by 23%.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing, as demonstrated during the School Excellence Framework survey carried out by staff in 2022.</p>
<ul style="list-style-type: none"> • Increase the wellbeing measure above 2020 baseline of 94.8% to improve upon the lower bound system-negotiated target of 100%. • 8% decrease in negative incidents and suspensions recorded through PBL above the 2020 baseline. 	<p>88% of students met the Positive Behaviour for Learning (PBL) expectations across the year.</p>
<ul style="list-style-type: none"> • Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students. • A 15% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020. • Greater than 74% teachers believe we are demonstrating best practice when demonstrating Classroom Management as aligned to the What Works Best toolkit. • Greater than 67% teachers believe we are demonstrating best practice when supporting Student Wellbeing as aligned to the What Works Best toolkit. 	<p>Tell Them From Me data indicates 87% of students report that they have positive relationships which is a decrease of 10% on 2021 data.</p> <p>88% of students demonstrated expected behaviours throughout the year. This was a slight decline of 4% on 2021 data.</p> <p>100% teachers believe we are demonstrating best practice when demonstrating Classroom Management as aligned to the What Works Best toolkit indicating achievement of the target set.</p> <p>92% 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.</p>

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: \$21,440.25

Summary of progress

Assessment Strategies

In 2022, we identified specific subsets of the Literacy and Numeracy progressions for teacher focus. This included Understanding Texts and Quantifying Number. This approach resulted in a deep engagement by staff, developing their understanding of effective assessment processes. As a staff we reviewed our assessment schedule to consider the inclusion of a range of assessments available from the Assessing Literacy and Numeracy (ALAN) departmental platform. This included the Phonics Diagnostic Assessment and Phonological Awareness. The assessment schedule has been refined and developed and will be fully implemented next year.

As part of this process the school determined the need for a more efficient and age-appropriate assessment in K-2 classrooms. As a result, the use of Essential Assessment as part of the overall assessment strategy, will be used in Stages 2 and 3 only in 2023. A positive aspect of the initiative was that staff worked with the APs C&I in the development of the new assessment schedule, building the capacity and understanding of staff of the crucial role of assessment in the teaching and learning cycle.

Collaboration and Feedback

In 2022, we engaged in professional learning (PL) to support the implementation of the new English and Mathematics syllabus K-2. Staff were provided with time, through additional PL time each fortnight, to engage in both professional learning and collaborative discussions with the Assistant Principals Curriculum and Instruction (AP C&I).

A positive aspect of this initiative was the effective collaboration between staff which was enabled by the commitment of all staff to genuinely support student improvement and further enhance their own teaching practice.

We utilised the collective expertise of teachers within the school through regular, structured lesson observations that focused on student feedback. Teachers and school leaders gave and received feedback discussing the effectiveness of strategies observed during the lessons, in small group settings. The collective efficacy of the staff was a key enabler in the initiative's success to date.

In 2023, we will continue to focus on refining the teacher observation opportunities in order to develop a strong culture of collaborative practice to build the capacity of staff to support each other in the delivery of excellence in student learning across the school.

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.	Support is provided to early career teachers through alignment with a mentor and supervisor. This uses the Assistant Principal, Curriculum and Instruction (AP, C&I) position and QTSS funding and supports teachers in

<p>100% of staff participate in Practice Analysis Conversations.</p> <p>100% staff have a PDP in place which shows reflective practices.</p> <p>Programs are implemented and reviewed regularly.</p> <p>Assessment for Learning is imbedded in Beginning Teacher programs. 100% of new scheme teachers are aligned to a coach mentor.</p>	<p>their programming and teaching practice.</p> <p>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.</p> <p>All K-2 staff were engaged in the new K-2 syllabus documents and these will be enacted in 2023.</p> <p>Staff capacity was supported in using assessment data to deliver targeted, evidence based literacy and numeracy programs that improved student outcomes.</p>
<p>Meaningful teacher collaboration is carefully planned, implemented and sustained using the What Works Best resource.</p> <p>This will be carried out by:</p> <ul style="list-style-type: none"> • providing teachers with regular time to collaborate with their colleagues. • modelling what effective collaboration looks like. • creating a safe environment where teachers feel comfortable. discussing differences of opinion, and giving each other honest and constructive feedback. • creating a shared vision so all teachers are invested in the success of the whole school community. • sharing and promoting the benefits of collaboration. 	<p>92% of staff believe collaboration is evident (an improvement on 2021 data by 5%).</p> <p>An end of year teacher survey indicated:</p> <p>75% of teachers either strongly agree or mostly agree that teachers trust each other.</p> <p>84% of teachers either strongly agree or mostly agree that it is ok to discuss feelings, worries and frustrations with other teachers.</p> <p>83% of teachers either strongly agree or mostly agree that teachers respect other teachers who take the lead in school improvement efforts.</p> <p>100% of teachers either strongly agree or mostly agree that teachers respect colleagues who are experts in their craft.</p> <p>92% of teachers either strongly agree or mostly agree that they feel respected by other teachers at Albury West.</p> <p>Improved teaching practice was evident across the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$119,835.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albury West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Learning Plans • staffing release to build teacher capacity around curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their personalised learning goals • all Learning Plans were regularly updated and responsive to student learning needs and progress ensuring students receive personalised learning and support within their own classrooms • parents participated in the creation and review of their child's learning plan <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • the use of integration funding will be adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's support needs
<p>Socio-economic background</p> <p>\$260,020.10</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support learning and support programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • intervention programs supported all identified students with additional needs • economic support for educational materials, uniform, equipment and other items allowed all students to feel included in school programs • resources were provided to support equity for all students • student learning was supported <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to evaluate the programs and identify students to target for 2023 intervention programs, through the analysis of school-based and external data
<p>Aboriginal background</p> <p>\$62,606.17</p>	<p>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</p>

<p>Aboriginal background</p> <p>\$62,606.17</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Strengthened transitions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways (PLPs) • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic • Tell Them From Me data indicated 100% of Aboriginal students feel that teachers have a good understanding of their culture and 93% of Aboriginal students feel good about their culture when at school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to develop a new PLP format that is reflective of a format used across the Albury school area and to strengthen our parent connections so we further support our Aboriginal students and families
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albury West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • establish procedures for new enrolments to ensure support is provided immediately and the family are connected to the school
<p>Low level adjustment for disability</p> <p>\$118,520.75</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$118,520.75</p>	<ul style="list-style-type: none"> • staff are providing targeted students with evidence-based intervention programs to increase learning outcomes and more students have received individualised support from Learning and Support Teachers and SLSOs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further expand the impact of the learning support team by reviewing the processes for students to access help
<p>Location</p> <p>\$1,250.60</p>	<p>The location funding allocation is provided to Albury West Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • greater access to technology for all students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the provision of access to technology for all students
<p>Professional learning</p> <p>\$21,440.25</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the Assistant Principal Curriculum and Instruction to support staff engagement in the new K-2 syllabus documents and to support a deeper understanding of evidence-based practices to teaching literacy and numeracy K-6 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • additional release opportunities allowing collegial feedback amongst teaching staff to improve practice, based upon the professional standards and strengthening quality teaching practices through lesson observations, modelling, feedback, co-planning, co-reflection, mentoring and the use of student data as evidence of improvement • AP C&I built capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide additional teacher release to allow for significant professional learning opportunities to develop the capacity of staff
<p>QTSS release</p> <p>\$29,764.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albury West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning

<p>QTSS release \$29,764.54</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principal provided with additional release time to support classroom programs • continuation of collegial classroom observations to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice • teachers use assessment to drive teaching and learning • teachers have embedded evidence-based, high impact teaching strategies in the explicit teaching of numeracy and literacy within their classroom practice • 90% of teachers believe that the leadership team have provided guidance and support when creating learning opportunities for students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further structure the collegial observation of practice to lead improvement in teaching practices in literacy or numeracy
<p>COVID ILSP \$94,400.00</p>	<p>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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an improvement in student data in reading comprehension, evident through the Check In Assessment results for targeted students • a clearer focus on using data to inform teaching practice <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to identify students to target for intervention in 2023, through the analysis of school-based data and external data sources
<p>Per capita \$38,659.97</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Albury West Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • engaging in regular data collection and analysis to support next steps in planning and teaching • professional development in interpreting and analysing data to inform teaching practice <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an improvement in using assessment to inform teaching practice in literacy and numeracy • improved results for all students in literacy and numeracy

Per capita
\$38,659.97

After evaluation, the next steps to support our students will be:

- to identify students that will need intervention programs in 2023, through the analysis of data collected both internally and externally

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	65	75	79	89
Girls	76	81	74	77

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.5	93.4	86.0	81.1
1	91.6	91.8	90.1	83.4
2	93.7	92.6	88.4	77.8
3	93.3	94.9	92.2	81.4
4	94.5	90.0	91.2	81.9
5	89.6	94.7	84.2	88.1
6	91.0	85.9	91.0	78.1
All Years	92.0	92.3	88.9	81.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2.2
Classroom Teacher(s)	6.95
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	1.94
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	571,234
Revenue	3,182,413
Appropriation	3,100,024
Sale of Goods and Services	4,939
Grants and contributions	74,830
Investment income	2,520
Other revenue	100
Expenses	-3,228,863
Employee related	-2,902,931
Operating expenses	-325,932
Surplus / deficit for the year	-46,450
Closing Balance	524,783

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.

	2022 SBAR Adjustments (\$)
Targeted Total	79,291
Equity Total	443,547
Equity - Aboriginal	62,606
Equity - Socio-economic	260,020
Equity - Language	2,400
Equity - Disability	118,521
Base Total	1,450,226
Base - Per Capita	38,660
Base - Location	1,251
Base - Other	1,410,315
Other Total	962,827
Grand Total	2,935,891

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 2022 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

School supports positive behaviour

Safety at school is supported and

The school is inclusive

Student satisfaction:

There were 70 replies from students in Year 4 to Year 6. This is equivalent of 93% of students in these grades.

68% of students had a positive sense of belonging

80% of students have positive relationships, which was an increase of 7% compared to 2021

96% of students valued school outcomes, an increase of 1% when compared with 2021

87% of students displayed positive behaviour at school

77% of students were interested and motivated and

90% of students tried hard to succeed

Teacher satisfaction

100% of staff participated in this survey.

Albury West Public School rated higher than the NSW Government Norm in all eight drivers of student learning. Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement all 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.