

2023 Annual Report

Albury West Public School



RESPECT RESPONSIBILITY CARE

1019

Introduction

The Annual Report for 2023 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.

School contact details

Albury West Public School

Mott St

Albury, 2640

<https://alburywest-p.schools.nsw.gov.au>

alburywest-p.school@det.nsw.edu.au

6021 2288

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	2023 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

Aboriginal background
Socio-economic background
Integration funding support
Low level adjustment for disability
English language proficiency
Per capita
AP Curriculum & Instruction
QTSS release
Professional learning

Summary of progress

In 2023 the focus was to provide individualised mentoring and coaching support around the analysis of student achievement data in the areas of reading comprehension and writing. Teachers were subsequently provided with additional release to work together and learn from each other through lesson observation, discussion and collaborative planning. Throughout this process we established clear and concise systems across the school with teachers understanding the practices to promote consistent and comparable judgement.

As a result, teachers are being challenged to create dynamic teaching and learning programs that are responsive to individual students needs. The personalised learning programs enabled school leaders and the Learning Support Team to focus on explicit instruction across the school and work alongside teachers to build capacity and enhance student outcomes in literacy and numeracy.

A new writing analysis tool was introduced to support teachers in their analysis of student writing. This tool supported teachers to teach at point of need in order to improve students' progress in writing.

Student data was recorded and tracked to monitor progress and growth over the year in reading, writing and numeracy. School-based and external data was monitored to evaluate student progress and programs. As a result, student achievement levels continued along the trajectory of continual improvement compared to Statistically Similar School Groups.

The next steps will include the continuation and enhancement of the personalised learning programs, to support student progress in literacy and numeracy. The Learning Support Team and executive staff will continue to develop enrichment and intervention programs to target students who are 'on track' to ensure that they meet their learning goals and achieve growth in reading and numeracy. The school will provide support for high impact professional learning on data analysis, differentiation and personalised learning.

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
• At least 90% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts	75% of Kindergarten students are working within Level 4 Understanding Texts, indicating achievement of target.

<p>elements of the Progressions.</p> <ul style="list-style-type: none"> • At least 85% 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. 	<p>47% of Year 3 students are working at Level 7 Understanding Texts, indicating progress is yet to be seen toward the target.</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>55% of Year 3 students demonstrated proficiency as expressed through Additive Strategies 7, indicating progress is yet to be seen toward the target.</p> <p>62% of students achieved 0.4 growth in numeracy, indicating progress is yet to be seen toward the target.</p>

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

Location

Socio-economic background

Aboriginal background

Summary of progress

The focus of this initiative is to develop and implement a school-wide approach that supports attendance and engagement where well-planned teaching is taking place so that students engage in productive learning.

Positive Behaviour for Learning (PBL) has continued to be a priority across the school, with new lessons being designed to further support the understanding of our three values. This included the explicit teaching of expected behaviours resulting in an awareness of expectations and a consistent approach across the school.

The Resilience Program, taught across the school each week, has continued to support student self regulation and mental health. Implications of this program has seen an awareness by all staff in dealing with social and emotional aspects of student learning and a change in practice, where needed, to support each individual student meet their potential.

Albury West Public School continued to strengthen partnerships with the broader school community and the creation of our Dreamtime Team has supported our connection to the Aboriginal community. Through the establishment of a Dreamtime Team we have further supported our Aboriginal students in being connected and engaged at school. This team has encouraged and supported students pride in their culture and education.

In 2023 a continued focus on attendance was paramount. Attendance blitz's consolidated the school's attendance processes and systems to promote attendance rates of 90% or above. An attendance survey was carried out by students in Years 3-6, this survey indicated: 84% of students attend school because they believe learning is important, 64% of students attend school because they want to participate in school activities and 82% of students attend school because of the great teachers. As a result there has been an increase in student attendance rate and a decrease in unjustified absences. With a localised focus on the trends in attendance the schools attendance blitz has supported the conversations with parents and staff.

The focus for 2024 will be on The Dreamtime Team connecting with our partner high school in order to develop stronger and longer lasting ties with our Aboriginal students as they begin their high school journey. The Resilience Project (TRP) will be taught by classroom teachers to further embed the underlying principles of TRP. In 2024, school executive will continue to closely monitor student wellbeing to ensure current strategies are embedded and existing strategies are refined to meet emerging individual, cohort, and school needs. The use of Sentral will be further expanded to support teachers in making referrals to the PBL and LaST teams and this will support teachers in their follow up processes.

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	The number of students attending greater than 90% of the time or more has

<p>baseline of 74.2% to above the current (2021) upper bound system-negotiated target of 85%.</p>	<p>increased by 13%.</p>
<ul style="list-style-type: none"> • TTFM Wellbeing data maintained (advocacy, belonging, expectations) increases from 94.8% to above current (2021) upper bound system-negotiated target of 100%. 	<p>The Tell Them From Me wellbeing data indicated that 89.62% of students have positive wellbeing, indicating progress is yet to be seen toward the target.</p> <p>A school based well being survey was carried out by students in Years 3-6, this survey indicated that 69% of students have many friends that they really care about.</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

QTSS release

AP Curriculum & Instruction

Per capita

Beginning teacher support

Summary of progress

In 2023 the focus was school wide professional learning which was targeted and optimised to improve teacher practice in literacy and numeracy. Staff engaged in professional learning to support the implementation of the new curriculum in K-2 with a significant focus on phonics and the effective use of decodable texts. Side by side teaching and coaching/mentoring allowed the school to engage in aspects of the new syllabus documents. This resulted in teachers being empowered and demonstrating greater knowledge of the syllabus and focus areas for teaching and learning.

With instructional leadership support, teachers in Stages 2 and 3 had the opportunity to deepen their knowledge of explicit teaching practices to enhance student engagement and improve outcomes. As a result teachers actively participated in lesson observations, collegial conversations on practice, Consistency of Teacher judgement modelling and professional dialogue as well as coaching and mentoring from expert teachers.

The Assistant Principals Curriculum and Instruction (AP C&I) fine tuned scope and sequences and innovative units of work to support classroom teachers in the delivery of high quality teaching and learning sessions. Collaboration and feedback on the new curriculum was delivered and actioned as staff engaged in high impact professional learning as well as developing and refining whole school monitoring of assessments.

The next steps in 2024 will include the implementation of the new 3-6 English and Mathematics syllabuses, through ongoing support from Assistant Principal's Curriculum and Instruction. Teachers will have access to targeted support by curriculum experts modelling successful implementation of sample units from the department through lesson observations, mentoring and observation of quality teaching across K-6 classes.

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 Conversations twice yearly.	All K-6 teachers, including Learning and Support Teachers, have a teaching and learning cycle that supports teacher growth and improvement in practice. All teachers, working with the APCI's, use assessment data to identify student targets and monitor student progress.
All staff have a PDP in place which	All teachers are aligned to a stage leader to ensure systems and processes

shows reflective practices and reflects the school plan.

100% of new scheme teachers are aligned to a coach mentor.

are in place to promote improvement of practice with a developed PDP. A beginning teacher was supported throughout their first year of teaching, with a mentor who assisted them with knowledge around curriculum delivery, understanding policy and syllabus documents and relationship building.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,313.00</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 targeted professional learning around English and Mathematics • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: students who receive IFS have demonstrated progress towards their personalised learning goals, including academic and social skills. Personalised learning plans were kept up to date and responded to student needs. 65% of parents and carers participated in the creation and review of Personalised Learning Support Plans.</p> <p>After evaluation, the next steps to support our students will be: to continue to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$225,239.48</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 • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning in English and Mathematics • employment of additional staff to support targeted learning support programs and reduced class sizes <p>The allocation of this funding has resulted in the following impact: increased number of students achieving expected growth in Reading and Numeracy. Through the analysis of data collated, using Check in Assessments and school based data, explicit teaching in literacy and numeracy has taken place across the school. This has ensured, that as a school, we are sustaining and growing when looking at value added across Years 3-5.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$225,239.48</p>	<p>to evaluate programs and identify students to target for 2024 intervention and enrichment programs, through the analysis of internal and external data.</p>
<p>Aboriginal background</p> <p>\$61,654.62</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 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"> • Personalised learning • Strengthened transitions <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 65% of Aboriginal families engaged in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated all Aboriginal students strongly agreed that they feel good about their culture. All Aboriginal students strongly agreed that the teachers understand their culture.</p> <p>After evaluation, the next steps to support our students will be: to strengthen our parent connections so that Aboriginal families feel welcome in our school and we can enhance a strong partnership. The creation of a Yarning Circle as a special space to celebrate Aboriginal culture will be introduced next year to improve our community connections.</p>
<p>English language proficiency</p> <p>\$18,784.33</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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and have demonstrated improved English language proficiency when interacting with peers and teachers.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$164,626.27</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>Low level adjustment for disability</p> <p>\$164,626.27</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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MiniLit and MacqLit) to increase learning outcomes • 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 <p>The allocation of this funding has resulted in the following impact: the school provided a consistent approach to student learning support and interventions across the school. Additionally, more appropriate learning adjustments were made to classroom teaching programs, in English, Writing and Mathematics. Targeted invention programs for individual students were streamlined in English and around student well-being. Positive Behaviour for Learning and The Resilience Project provided ongoing social and emotional support for targeted and individualised students to support student well-being. Working with outside agencies, interventions were put into place that supported student participation and access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: providing additional support for identified students through the employment of SLSOs and ongoing professional learning to further expand the impact of the learning support team.</p>
<p>Location</p> <p>\$1,385.22</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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to support wellbeing programs <p>The allocation of this funding has resulted in the following impact: the school has increased the focus on wellbeing programs for all students in the school</p> <p>After evaluation, the next steps to support our students will be: to continue to provide students access to wellbeing programs through the use of programs such as The Resilience Project.</p>
<p>Professional learning</p> <p>\$23,875.75</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"> • Data driven practices • Assessment strategies • Collaboration and Feedback <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 unpack evidence-based approaches to teaching English and Mathematics, using the model of gradual release

<p>Professional learning</p> <p>\$23,875.75</p>	<ul style="list-style-type: none"> engaging the Assistant Principal Curriculum and Instruction to unpack assessment data in order to direct explicit teaching in English and Mathematics <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved student results</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and coaching.</p>
<p>QTSS release</p> <p>\$31,722.62</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"> Data driven practices Assessment strategies <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 principals provided with additional release time to support classroom programs 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: improved staff collaboration and confidence in their teaching practice. Teachers have a strong focus on assessment and consistent judgement. Teachers now have more embedded evidence based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to provide time for executive staff to lead improvement in areas where teachers may need support, in literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$61,195.73</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups providing targeted, explicit instruction for student groups in literacy providing intensive small group tuition for identified students releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: increased number of students achieving in growth (Reading and Numeracy) and students targeted in the program have achieved progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in class support for some students to continue to meet their personal learning</p>

COVID ILSP

\$61,195.73

goals will also be a priority, along with securing teaching staff to lead the program.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	75	79	89	100
Girls	81	74	77	60

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	86.0	81.1	85.6
1	91.8	90.1	83.4	85.4
2	92.6	88.4	77.8	89.7
3	94.9	92.2	81.4	87.2
4	90.0	91.2	81.9	87.7
5	94.7	84.2	88.1	83.4
6	85.9	91.0	78.1	90.8
All Years	92.3	88.9	81.8	86.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.2
Classroom Teacher(s)	5.96
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	1.94
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	509,056.81
Revenue	3,555,349.88
Appropriation	3,445,664.38
Sale of Goods and Services	5,469.04
Grants and contributions	94,086.02
Investment income	10,130.44
Expenses	-3,405,855.06
Employee related	-3,110,316.72
Operating expenses	-295,538.34
Surplus / deficit for the year	149,494.82
Closing Balance	658,551.63

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.

	2023 SBAR Adjustments (\$)
Targeted Total	132,493
Equity Total	470,305
Equity - Aboriginal	61,655
Equity - Socio-economic	225,239
Equity - Language	18,784
Equity - Disability	164,626
Base Total	1,536,732
Base - Per Capita	43,203
Base - Location	1,385
Base - Other	1,492,143
Other Total	986,830
Grand Total	3,126,359

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Albury West Public School undertook the Tell them From Me 'Partners in Learning' parent survey in 2023. The survey captured seven separate measures of parent's perceptions of their children's experiences at home and at school.

The results highlighted that the school was above the NSW Government Norm in six areas, with particular strengths in the area of parents feeling welcome, they are informed about what happens at school and that the school supports positive behaviour.

The school leadership team have considered the results and have committed to focusing on increasing the methods of communication between home and school through the development of a whole school communication and engagement plan in 2024. By increasing parental and community engagement it is anticipated that this will support students to report increased expectations for success, advocacy and belonging.

Students also completed the Tell Them From Me survey in 2023 which indicated a number of positives. The school average was above the NSW Govt Norm in key areas related to positive behaviour at school and student effort, explicit teaching practices and feedback, positive learning climate and advocacy at school.

It continued to highlight areas to focus on for 2024 where results were below expectations. Strategic planning will be around developing and strengthening programs and activities to increase a sense of belonging for all students and increasing their own level of interest and motivation.

All teaching staff had the opportunity to complete the 'Focus on Learning' Tell Them From Me Teacher survey. The results reflect 63% of the entire teaching staff and continue to highlight significant positives in the school. There are 8 drivers of student learning, and the school average was above the NSW Govt Norm in all areas with strengths in the areas of leadership, collaboration, learning culture and data informs practice. The survey did indicate that there is still a need to focus on increasing parental involvement within the classroom and to explore how we can get parents to review and comment on their child's work whilst also having the teacher provide work samples that reflect the expected level for success.

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.