

Albury Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Albury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lianne Singleton

Principal

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Message from the Principal

On 29 January this year, I started as Principal at Albury Public School. In the past 30 years, which has been my career to date, teaching has changed, the industrial and educational landscapes have changed and society and children have changed. The expectations on teachers and schools have changed. Albury PS is proud of its history, however, has it changed to reflect the changes in other parts of society? There is a lot of "stuff" going on but it is not necessarily clear for all to see or even clear about whether it still had a purpose any more.

Change appears to have become the catch phrase for 2018. When I arrived at Albury PS earlier this year, our results did not reflect the true capacity of our students. For the new sets of eyes on the school, it was evident that some things needed to change because our students all matter and all deserve the best that we can offer them.

We have engaged extensively with the research this year and as a result,

- fluid maths grouping commenced in Stages 1 and 2
- we put the focus back on individual student need to ensure access and equity for all students;
- we explored and consolidated our understanding of what proficiency in reading comprehension and writing looks like;
- we renewed the focus on the importance of phonics in the early years;
- we introduced coffee and cake as a way of engaging with our community;
- we streamlined and developed a clearly articulated set of guidelines for sport;
- we simplified our reporting to parents and introduced student-led conferencing so that parents and students could share in the learning journey.
- We bolstered and streamlined the Learning and Support team and embarked on the *Positive Behaviour for Learning* journey.

These are just a few of the things we did this year and I am exhausted thinking about what we have achieved. The school doesn't look or feel the same, it continues to be very busy and dynamic but we have disrupted the status-quo.

We have made many positive changes to enhance student wellbeing and engagement this year, with the goal of creating a community of learners who are connected, thriving and succeeding at Albury Public School. Some of these initiatives have included:

- Establishing an Assistant Principal Engagement, Learning and Support;
- Adjusting student break times; and
- Improving the recreational opportunities and social supports available to students.

2019 will see our Student Engagement and Wellbeing Strategy take shape, driven by our implementation of PBL –

Positive Behaviour for Learning. PBL is a whole-school approach to learning and behaviour. There is a strong evidence base, across Australia and internationally, supporting PBL's positive effects on wellbeing (for both students and staff) and learning outcomes. Student achievement is enhanced through the explicit teaching of behaviour expectations across all school contexts. By increasing pro-social behaviour, we will ensure that students are ready to learn and quality teaching time is maximised. As a school we are responding, with a firm focus on what is important for the success of future citizens of this country. It doesn't include a 1950s style of education; it includes the development of resilience, perseverance, problem solving, resourcefulness, reflectiveness and responsibility. These elements have all been identified by current world-wide research as the essentials students require for life in our changing world.

PBL's implementation will involve our whole school community: parents, teachers, administrative and support staff and, of course, students. The first, most important, step in the PBL journey will be the joint establishment of our key values. These key values set the scene for what is expected learning behaviour at Albury Public School. We will be seeking your input to define these three values very early next year and I would urge you to take the opportunity to have your say.

"Change is hard because people overestimate the value of what they have – and underestimate the value of what they may gain by giving that up" In this quote, Belasco and Stayer are talking about the reluctance of schools and their communities to let go of the old and change for the fear factor.

Change is hard and change for change sake is a worthless exercise – move out of your comfort zone for little or no gain. However, change is happening around us and is happening everywhere. We can sit back and fight it – put our heads in the sand or get onto the front foot, be proactive and have a crack. We have moved out of our comfort zones this year and are starting to really reap the rewards. It's not that what we were doing was wrong, just not the best we could have been doing. We are a good school and we can be a great school.

I would like to sincerely thank everyone who has been so supportive of me, the school and the school vision throughout 2018. Thank you to the amazing staff who have provided honest input and feedback on our direction into the future. It is a new and open way of doing business and Albury PS. Thanks to the staff for putting up and having a go, even when you weren't so convinced or when asked to try something new and scary for the first time, eg demonstration teaching in front of your colleagues and supervisors and then being open to constructive criticism of your practice. They do this to be the best they can be for your children. We will lose a few staff members this year with Mrs Gordon moving overseas, Mrs Melinda Martin and Mrs Carissa Just securing promotions at other schools and Mr Dorsett, Mrs Doolan, Mrs Woodward, Mr Border and Miss Phillips not returning to fulltime positions in 2019. We thank them and wish them well, hoping that they can visit throughout the year in casual teaching positions. It is with great sadness that we also farewell Miss Jess Brooker after nine years at Albury PS. Miss Brooker will leave a great void in terms of her skill and knowledge, not to mention the many students she has taught and nurtured. Miss Brooker has been an incredible support to me throughout my first year and always one to have a good laugh with, even when it felt as though things couldn't get worse.

To the amazing P&C who have always been a shoulder to cry on or to provide some constructive criticism and feedback and a smile. I enjoy the opportunity to debrief and consult and look forward to building on this relationship in 2019. The dedication, care and work this group of people do, for the school and your children, is second to none.

To all of our terrific students who make each day interesting, even if somewhat unpredictable. We do it for you, to give you the best opportunities we can. Thanks for the little chats, big "hello and how is your day?" and the occasional, "you look beautiful today". These relationships are the best thing about being a teacher and I know that if teachers can make an impression on just one child's life then it will have all be worth it. For those leaving us for new schools or high school, we wish you well and know that you will take a little bit of Albury PS with you.

School background

School vision statement

Albury Public School fosters a dynamic and engaging learning culture where students are nurtured intellectually, socially and emotionally. They develop the skills to become self-motivated, lifelong learners. Our highly skilled and collaborative staff are committed to pursuing best practice to ensure excellence in learning, teaching and leading.

School context

The community is proud of the history of Albury Public School.

Albury Public School welcomes diversity and has an established culture of high expectations of both students and staff.

Whilst recognising its heritage, the school is committed to providing educational programs for today's students which will adequately prepare them for their place in society. The school aims to develop children who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. The academic, cultural, physical, social and moral development of each child is encouraged.

School programs include: The Stephanie Alexander Garden Program for Year 4 students; Bluearth, a wellbeing program; and Live Life Well.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 30/08/2018 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence. Albury Public School is located in the centre of Albury and has a current enrolment of 591 students (25 ATSI students and 68 students with a language background other than English). We have 23 classes, of which 11 teaching positions are currently filled with temporary staff. We have four Assistant Principals (including one job share position), of which two are classroom teachers currently acting in higher duties. One of our Assistant Principal positions remained unfilled for the second semester of 2018. We employed an Instructional Leader this year in a temporary position. The Albury Public School self-assessment committee, comprised of the Principal, the Deputy Principal, two Assistant Principals, the Instructional Leader and a classroom teacher, were responsible for preparing the external validation submission. We developed a timeline that included weekly committee meetings in order to collect, annotate and analyse the evidence. After reflecting upon the statements of excellence for each element, we collected evidence of school based practices that would support each element. This evidence was then organised into six sets/themes that outlined the major initiatives in place at our school. The committee presented at a whole school staff meeting and then completed the self-assessment in order to make an on-balance judgement in regards to all 14 elements from the SEF.

Learning: The results of this process indicated that in the School Excellence Framework domain of Learning: we are Delivering across five Learning elements and Working Towards Delivering in one Learning element. The school is undergoing a process of renewal and the student performance data has indicated that change is required in the Learning Domain. As is evidenced in the School Plan, the teaching staff is committed to the delivery of quality teaching to deliver a dynamic and engaging learning environment. It shows that teachers actively share information about the learning needs of students and are developing collaborative practices to meet the diverse and changing needs of the school community. A renewed emphasis on the collection and use of consistent assessment data to inform teaching and learning programs is evident. The staff recognise the strong links between excellence and wellbeing and are planning for the implementation of comprehensive and integrated strategies that support cognitive, emotional, social, physical and spiritual wellbeing of students. The staff has recognised that further improvement can be achieved in *Student Performance Measures* in the Learning Domain, as NAPLAN data has identified results in the top two bands are significantly above the state average, however, this is not evident in the value-add data. The aim is to expand the

formative assessment practices, now beginning to be embedded in some KLAs/stages, more consistently across the school into all curriculum areas. We will continue to employ evaluative practice to refine mechanisms for student and parent engagement in student goal setting, such as student-led conferencing. The staff is in the process of reviewing and refining wellbeing practices with a view to developing and implementing a comprehensive wellbeing policy so that all students can connect, succeed, thrive and learn. Full implementation of PBL, where expectations of behaviour are explicitly taught, and reinforced, including at home and in the community will be a cornerstone of this strategic and planned approach.

Teaching: The results of this process indicated that in the School Excellence Framework domain of Teaching: we are Delivering in two elements and Working Towards Delivering in two elements. The evidence shows that teachers are reflecting on their teaching practice in order to further develop it, to improve student learning. Effective classroom practice is evident across some areas of the school and we are striving for a consistent approach, through peer observations and reflections on practice, in addition to collaboratively developing high quality teaching programs. The executive implemented a lesson study model with the aim of developing the capacity of teachers to apply explicit teaching practices. This major school initiative has contributed to the collaboration within teams/stages to share evidence based practice, including sharing curriculum knowledge to inform programs and lessons to meet the needs of all students. Engagement in extensive professional learning is equipping teachers with the necessary skills to deliver high quality teaching. The 2018–2020 School Plan has clearly identified the need to utilise more formative assessment. Teachers will provide explicit specific and timely feedback to students to support improved learning outcomes. Lesson studies and practice analysis conversations support teachers collaborating to evaluate the effectiveness of their teaching practice. Data Skills and Use has been identified in the School Plan as a priority area for further development. Staff has engaged with professional learning to develop the skills necessary to effectively collect, analyse and act upon student achievement data. They are beginning to apply these skills to inform their teaching practice and ensure they are meeting the needs of all students. Staff are building the skills to measure themselves against the Professional Standards. Early Career Teachers are being mentored to attain accreditation at Proficiency.

Leading: The results of this process indicated that in the School Excellence Framework domain of Leading: we are Delivering in the area of Educational Leadership and Management Practices and Processes. The evidence shows that Albury Public School has a broad commitment to fostering a culture of high expectations. To deliver on the processes written in our 2018–2020 School Plan, professional learning is strategic and focuses on developing consistency of management skills and an understanding of the roles of classroom teachers, Assistant Principals, Deputy Principal and Principal and the responsibilities and accountabilities of each one. In developing an explicit understanding of the Teaching Standards by all teachers, roles and responsibilities are being defined. Professional learning opportunities in our school are focussed on developing the leadership capacity of the executive team. The Instructional Leader closely collaborates with each Assistant Principal to work across the school to improve student achievement and growth. Assistant Principals are working on developing the collective teacher efficacy within their stages and beginning to embed practices that encourage all staff to engage in reflection and continuous improvement of their teaching. Administration systems in place at Albury Public School underpin school operation and we are working towards embedding evaluation practices to consistently measure parent and student satisfaction more thoroughly. Site inductions and orientation programs are in place to support all staff (including pre-service teachers and volunteers) in developing the skills and knowledge to manage school based systems. We are Sustaining and Growing in the areas of School Planning, Implementation and Reporting and School Resources. We are proud to provide our school facilities for the benefit of community based programs and are pleased to report that up to five different groups run various activities on school site. These activities are inline with the values of public education and provide additional educational benefits for students and their families. The leadership team uses school funding to employ additional staff to implement the school plan. Strategic financial management allows for the alignment of resource allocation and professional learning to achieve improved student outcomes. To excel, Albury Public School needs to focus on longitudinal financial planning that will identify the resources required to fulfil the needs of anticipated enrolment trends and the projected needs of the community. Our 2018–2020 School Plan is at the core of what we do and the extensive collaboration with staff, students and the wider community to develop the vision and strategic directions, has resulted in a well-conceived blueprint to direct school activity towards delivering ongoing measured improvement in student progress and achievement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Dynamic and Engaging Learning Community

Purpose

To create a school community that embraces an engaging, challenging and future-focused learning culture which enables every student to develop the skills and knowledge necessary to thrive as life-long learners and reach their individual potential.

Overall summary of progress

- The ACLO worked with the school to establish an Aboriginal parents/carers "Yarning Group". The group is consulted on school decision-making and works cooperatively to plan cultural days and activities.
- This year, the school introduced a Reflection Room for students to provide students with the opportunity to review and analyse their own behaviour in relation to the Behaviour Code for students and later, the explicit behaviours identified in the implementation of PBL.
- Following consultation with the staff, the school has begun the implementation of Positive Behaviour for Learning. PBL will provide structures and a common language for describing and teaching expected behaviours to set students up for successful learning.
- Coffee and cake was introduced this year to encourage and invite parent/carer feedback and consultation on the school plan and future initiatives and activities.
- Student feedback was sought through the school leaders. The student leaders worked in pairs to seek feedback from all students in Years 1 – 6 to inform the school plan. This feedback determined considerations and actions into 2018 planning.
- Playground Working Committee established and improvements made to increase overall amenity of student recreation areas, including opening an additional 2950m² of outdoor space and 400m² of indoor space over two breaks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers show an increase in the use of data to inform their practice as evidenced by the What Works Best in Practice survey.	\$1985.00 \$1980.68	Staff attended professional learning course with a CESE trainer on "Using data with confidence". By the end of the session, all staff were able to use the TEC documents with data from their own classes to create box plots and understood the different components and what information could be gained from these. During Team meeting days in Week 10, Term 2, Stage 2 applied their knowledge from the "Using data with confidence" PL to analyse their mid-year SWST results and were able to show student growth within their class and across the stage.
Increase in the percentage of students feeling challenged and confident of their skills in literacy.	Additional ES1 and S1 Literacy support \$3559.80 Wellbeing Teacher \$7000.60	Learning and Support Teachers aligned with stages of schooling to work closely with the APs and classroom teachers to meet student needs and plan future wellbeing support for students and teachers. L&ST attend regular structured professional learning to increase their capacity to deal with student needs. Professional learning included "Meet the service" to liaise with external service providers who support students and families and established contacts and networks to collaborate to meet students' needs as they arise. Wellbeing teacher position created and filled one

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students feeling challenged and confident of their skills in literacy.		day per week from school funds. The Wellbeing teacher collaborated with classroom teachers and provided individual or small group student support to access the curriculum or manage social issues.
Increase in the percentage of value added equal to or above the state average in Years 3 – 5 and 5 –7 growth.		<p>Staff worked in mixed groups to reflect on their practice in relation to the elements of the "What works best" document. Rich discussions and reporting back with a focus on what further action is required at Albury Public School was a result of the sessions.</p> <p>A writing rubric was created using Literacy Progressions isolating 5 threads throughout the Creating Texts sub–element. Stage 1 teachers were provided with the rubric and a clear structure as to the delivery of the assessment to ensure consistency across all 7 classes. The assessment was carried out with all classes and teachers analysed the writing sample using the rubric. This allowed staff to begin to enter accurate data on PLAN2 for the first time. Feedback was given on the rubric and adjustments made to allow K – 6 teachers to use the assessment too, which was introduced in mid Term 2.</p> <p>Student growth in NAPLAN is showing a slight improvement in Years 3 – 5 and Years 5 – 7, in both areas of Literacy and Numeracy.</p>

Next Steps

- Differentiation and adjusted learning plans are consistent across the school, including consistency of recording, monitoring and assessing;
- Increased engagement of the Aboriginal parents/carers group to assist staff to explicitly support Aboriginal and Torres Strait Islander students;
- Establish a set of core values and define universal behaviour expectations for whole–school context.

Strategic Direction 2

Innovative, evidence-based teaching practice

Purpose

To build staff capacity and commitment by working collaboratively to implement effective evidence-based practices to meet the diverse needs of all students at Albury Public School.

Overall summary of progress

- In Term 1, 2018, flexible Number groups were established across the seven Stage 1 classes. From Term 2, all Stage 2 classes established flexible Number groups. These groups enabled teaching to be delivered at point of need, as determined by routine pre-assessment for each Number strand.
- Implementation of a whole-school, evidence-based and assessment-driven spelling program to improve student spelling achievement. The common spelling program from K – 6 is driven by assessment of student results in the Single-Word Spelling Test (SWST) and Magic Words high-frequency word lists.
- In Semester 1 2018, Albury Public School introduced a revised model of student reporting. The new report formats clearly align report comments to syllabus content, thereby improving their rigour as standards-referenced records of student progress and achievement.
- Common marking rubrics and some common assessment tasks are used to assess the various text types in Stage 2 and 3. Collegial discussions are routinely held during stage meetings and team meeting days to analyse student performance in these assessment tasks and to ensure the development of consistent teacher judgement within each stage.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and Learning programs reflect an increased use of formative assessment as part of a continuous assessment and evaluation cycle.	\$1980.65 \$87 793.94 \$4456.53	Four members of the leadership team attended the professional learning presented by Dylan Wiliam. A plan was drafted about how to share the formative assessment strategies with the staff. The Instructional Leader modelled several strategies during the lesson studies held in Term 2 Week 5. During the Term 3 Week 2 lesson studies, formative assessment strategies were observed in the lessons taught by classroom teachers, demonstrating the impact of the professional learning and support /mentoring provided by the APs and IL.
All teaching programs include evidence of differentiated learning based on the Literacy and Numeracy Progressions.	\$87 793.94	Non-negotiables for programming were identified by the leadership team (syllabus content, hook, lesson intention, checking for understanding, explicit teaching, guided and independent practice, student reflection, assessment). This was modelled by the IL during the lesson studies (differentiated for 4 stages). Staff were then introduced to a template the non-negotiables with the minimum expectation that it be utilised to program for writing. Stage leaders and IL followed up during program evaluations and individual meetings to ensure that all elements are being included. Both Stage 1 and Stage 2 developed a 2 week structure around pre and post assessment to formulate student groupings. These Number groups are flexible, with students moving according to the pre assessment for the concept being taught.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers rate themselves at 4th or 5th (high) category across the seven key themes in the "What works best in practice" survey.		<p>The end of semester staff survey indicated that 53% of the 17 respondents found the lesson studies very beneficial. Staff identified collaborative practice as a benefit as well as demonstrations of explicit learning focus and reflective practice.</p> <p>9/28 teachers rated themselves at 4th or 5th category (high) across the seven key themes in the "What works best in practice" survey. Most teachers rated themselves high in the elements of <i>classroom management</i> and <i>wellbeing</i>.</p>

Next Steps

- Implementation of Dylan Wiliam's "Embedding formative assessment" professional development;
- Leadership team to develop a program expectations document and a supervision structure to ensure the non-negotiables for writing instruction is maintained consistently across the school;
- Once a term whole stage lesson studies led by teachers rather than executive or Instructional leader.
- The lesson study model will be integrated with practice analysis conversations during peer and supervisor observations.

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

To develop educational leaders who foster a culture of high expectations and a commitment to the development of high performing teachers to ensure student achievement.

Overall summary of progress

- To enhance teacher understanding of the professional standards for teachers, standards focusing on the three themes of collaboration, wellbeing and effective feedback were used, as a starting point, to be collaboratively "unpacked" under the headings of "Responsibilities" and "Accountabilities";
- The executive team worked through the standards at Lead to analyse the statements in the standards and determine "Responsibilities" and "Accountabilities", thus gaining a clearer understanding of the role of an Assistant Principal or Deputy Principal and how the role supports the principal and teachers.
- Executive staff completed the AITSL School leader Self–assessment tool (SAT) in April 2018. They completed the SAT again in July 2018. Results indicated increasing proficiency in Leading, Teaching and Learning and Developing Self and Others and demonstrates progress towards the achievement of Strategic Direction 3.
- A data wall was established to track the teaching standards selected by staff in their PDPs. Additional support was provided by the Instructional leader for Early Career Teachers to identify one of their goals, analyse what the goal looked like for them and drilling down to the teaching practice they were going to focus on to demonstrate achievement of the goal. Class visits followed, to support the process and provide feedback on their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All leaders demonstrate increased scores in the AITSL school leader self–assessment tool.	\$3690.00 \$12 000	<p>The Instructional Leader provided regular ongoing support, with face to face in class support and regular mentoring for selected early career teachers. Additional support was required for 3 identified early career teachers as they were struggling with classroom management and student engagement during Term 4. This support was tailored and included regular lesson observations and feedback as well as point of need mentoring and demonstrations. In all three cases the support reduced the number of in class incidents and the teachers all felt supported with new strategies for managing behaviour, ability groupings and differentiation.</p> <p>Staff handbook is in draft form and will be used for new staff inductions in Term 1 2019.</p> <p>APs/DP met with the Principal to develop meaningful goals. This took several conversations and drafts. All Assistant Principals and Deputy Principal provided extensive and varied evidence to support achievement of their PDP goals. This work will continue into 2019</p>
Increased percentage of teachers meeting their goals on PDPs.		<p>Many classroom teachers are still developing meaningful PDPs as teacher capacity of the Teaching Standards is still being developed. Assistant Principals are still engaging in discussions to unpack the Teaching Standards and to understand the implications of the Standards on the daily work of teachers and colleagues.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of teachers meeting their goals on PDPs.		80% of teachers achieved their goals on their PDPs for 2018.

Next Steps

- Analysis of executive results from completion of AITSL self-assessment tool to further inform school planning and monitor achievement of Strategic Direction 3;
- Continue to "unpack" the Teaching Standards at Proficiency and at Lead to develop clarity of role descriptions and accountabilities and how all staff contribute to school excellence, student achievement and growth. Continue to demonstrate the connection between all professional learning and school initiatives to the Teaching Standards;
- Further develop Performance and Development systems to ensure consistency across the school.
- Establishment of a program for early career teachers to support identified individual needs, including structured professional learning opportunities and identification of mentors.
- Professional Learning pods will be constructed in 2019 to further tailor professional learning to individuals' needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14 170.00	<ul style="list-style-type: none"> • A special NAIDOC assembly on 1 August, which featured several of our students performing traditional dance to didgeridoo as well as guest speakers from the local community, including Aunty Nancy Rooke and parents/carers. • 19 of our students were recognised for excellence and achievement at the Proud and Deadly awards in October. • Albury Public School teacher, Sammi Mundy, was selected to attend the 3–day 2018 National Aboriginal and Torres Strait Islander Education Conference in Adelaide. • Students reported that they were proud of their culture and were excited to share this with other students through dance and the program they prepared for the inaugural NAIDOC assembly.
English language proficiency	\$32 671.00	<p>A teacher was employed 0.4 (2 days per week) to provide direct assistance and support for newly arrived students in the classroom and small groups. The teacher met with classroom teachers to provide advice on planning and programming for EAL/D students.</p> <p>Staff were employed to connect with parents/carers and ensure they were comfortable within the school setting.</p>
Low level adjustment for disability	\$171 879.00	<p>During 2018, the Learning and Support Team was increased and a number of programs and alternate timetables for individual students were implemented to meet the diverse needs of students. Learning and Support Teachers were aligned with stages and APs attended Learning and Support Team meetings to ensure that they had visibility of student needs and concerns in their stage. A survey of 27 classroom teachers indicated that</p> <ul style="list-style-type: none"> • 74% agreed or strongly agreed that the school's investment in Learning and Support Teachers in 2018 contributed to improved outcomes for students requiring adjustments for disability. In addition, • 70% believe that Learning Support Teachers improved the capacity of teaching staff to provide adjustments for students. • 89% agreed that investment in School Learning Support Officers contributed to improved student outcomes.
Quality Teaching, Successful Students (QTSS)	\$100 990.00 (0.97)	<p>An Instructional leader was employed for three days per week to provide professional learning, class observations and feedback and tailored support to APs and early career teachers in literacy and numeracy.</p>
Socio–economic background	\$28 934.00	<p>The Learning and Support Team is expanding the range and degree of supports available at</p>

<p>Socio-economic background</p>	<p>\$28 934.00</p>	<p>school to students who are experiencing financial hardship, family challenges affecting the care given at home and other stressors impacting their wellbeing.</p> <ul style="list-style-type: none"> • In 2018, a school breakfast and free fruit program was initiated to provide nutrition and promote school connectedness for students who arrive at school without breakfast or a fruit snack. School emergency lunches are provided for students whose parents have been unable to provide lunch. • Student uniform assistance is provided to students in need through the provision of second-hand uniforms through the Learning Support Team and also the distribution of Target and Lowes gift cards (provided to the school free-of-charge through Border Trust and Lowes). • The school continues to ensure, wherever possible, that financial hardship does not exclude students from school activities such as sport, excursions and camps. Flexible payment arrangements are available to all families and the school contributes to the cost of the activity where necessary. • The school put forward five applications for students to attend Stewart House, a 12-day residential retreat for students in need. Three applications were accepted.
<p>Support for beginning teachers</p>	<p>\$59 821.00</p>	<p>All beginning teachers were provided with additional release and planning time. All beginning and early career teachers had release time with their whole team to observe lessons and provide constructive feedback as well as program and plan collaboratively. Additional time was provided for APs to work with beginning teachers in their stage.</p> <p>Three beginning teachers (in their first two years of teaching) were targeted for shoulder to shoulder support. This included team teaching and demonstration teaching, general organisation and behaviour management support.</p> <p>The IL met with early career teachers fortnightly for 12 months to provide assistance and support with Accreditation, classroom management, programming and routines.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$822.00</p>	<p>Resources were purchased to support and enrich English Language Proficiency for targeted EAL/D students.</p>
<p>School Support Allocation (Principal Support)</p>	<p>\$30 485.00</p>	<p>An additional School Administration Officer was employed for Terms 2 and 3 to provide administration support to the Principal, Deputy Principal and executive. This included word processing, general administrative organisation and some Work Health and Safety tasks, such as maintaining the chemical register, stocktaking hardware and ensuring that reported hazards were managed appropriately. This provided additional time for the Principal and Deputy Principal to coordinate intensive early career teacher support and student behaviour</p>

School Support Allocation (Prinicpal Support)	\$30 485.00	management.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	301	309	288	302
Girls	292	303	283	289

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.2	95.8	95.6
1	94.1	94.8	94.1	92.8
2	95.3	94.1	94	94.2
3	93.5	94.4	94.6	94.3
4	93.3	94.1	94.8	93
5	94.9	93.2	93.8	94.7
6	93.7	92.4	93.5	92.9
All Years	94.4	94	94.4	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

A range of strategies are implemented to improve the student attendance rates which include:

- regular and consistent monitoring of attendance data;
- publishing information regarding the importance of regular attendance in the weekly newsletter;
- follow up with parents and carers of absent students;
- letters of concern sent to parents whose children are exhibiting unsatisfactory attendance and absenteeism;
- LAMP sheets completed by teachers to monitor patterns of non-attendance prior to referring to the Home School Liaison Officer;

- referral of students to the Home School Liaison Officer and Aboriginal Student Liaison Officer for additional support as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.02
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

In 2018, 1 member of the workforce at Albury Public School identified as Aboriginal or Torres Strait Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	42

Professional learning and teacher accreditation

All teaching and support staff at Albury Public School participated in a number of professional learning activities designed to build the capacity of staff to deliver the priorities in the school plan. This included training in the use of data; Positive Behaviour for Learning; working with students with additional needs, including trauma; teaching for proficiency in writing and spelling; the progressions.

To successfully transition to the new LMBR management and finance system, office staff, the Principal and Deputy Principal attended regular, intensive training in the new budgeting tool and SAP

HR payroll system. Training included an online component, face to face training and mentoring.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	392,452
Revenue	5,687,002
Appropriation	5,320,043
Sale of Goods and Services	146,498
Grants and Contributions	214,721
Gain and Loss	0
Other Revenue	300
Investment Income	5,440
Expenses	-5,629,766
Recurrent Expenses	-5,629,766
Employee Related	-5,139,608
Operating Expenses	-490,158
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,236
Balance Carried Forward	449,689

The financial summary consists of school income broken down by funding source and is derived from the School Annual Financial Statement. Overspending was evident in the areas of extended sick leave for two staff members and Long Service Leave of 12 months for two staff members. Substantial overspending was evident in the employment of School Learning Support Officers and Learning and Support Teachers to meet the extreme behaviour and mental health needs of several new students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,947,539
Base Per Capita	110,414
Base Location	3,764
Other Base	3,833,361
Equity Total	247,654
Equity Aboriginal	14,170
Equity Socio economic	28,934
Equity Language	32,671
Equity Disability	171,879
Targeted Total	212,982
Other Total	298,806
Grand Total	4,706,980

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

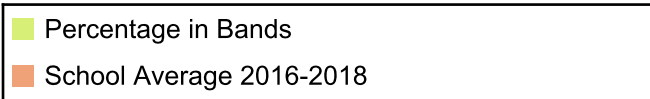
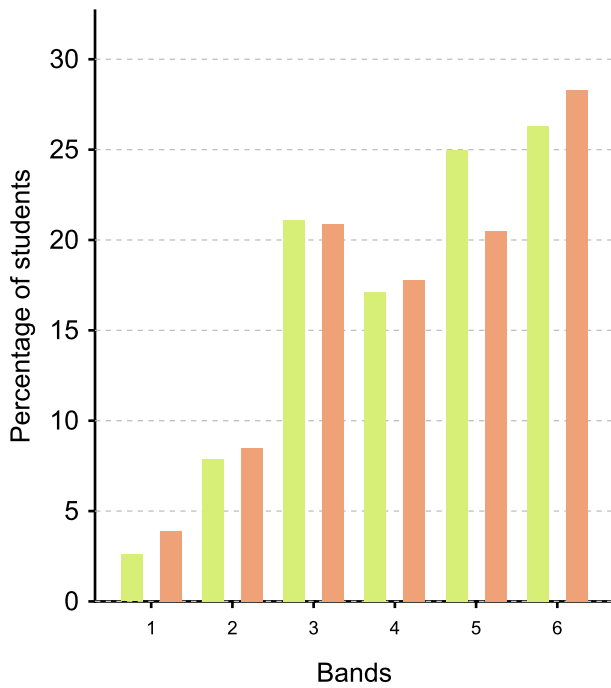
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

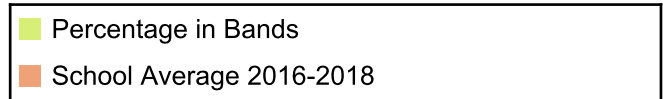
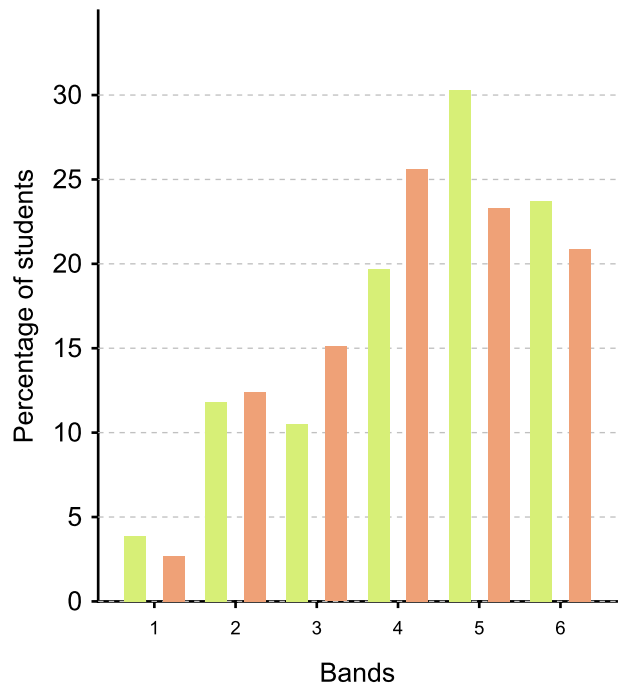
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 51% of Year 3 students achieved in the top 2 bands, above the state average of 49%. This is an increase of 3% on the 2017 results. In 2018 41% of Year 5 Reading students were in the top 2 bands, compared to 34% of the state. This is an increase of 6% on the previous year.

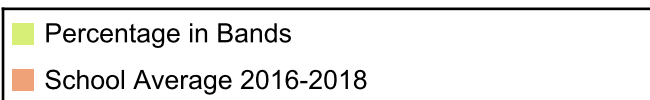
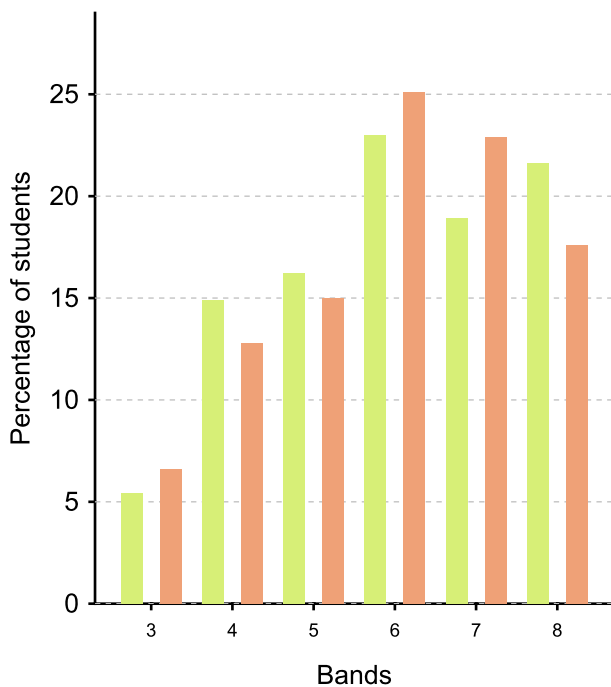
Percentage in bands:
Year 3 Reading



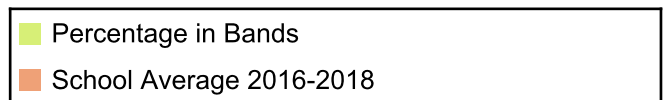
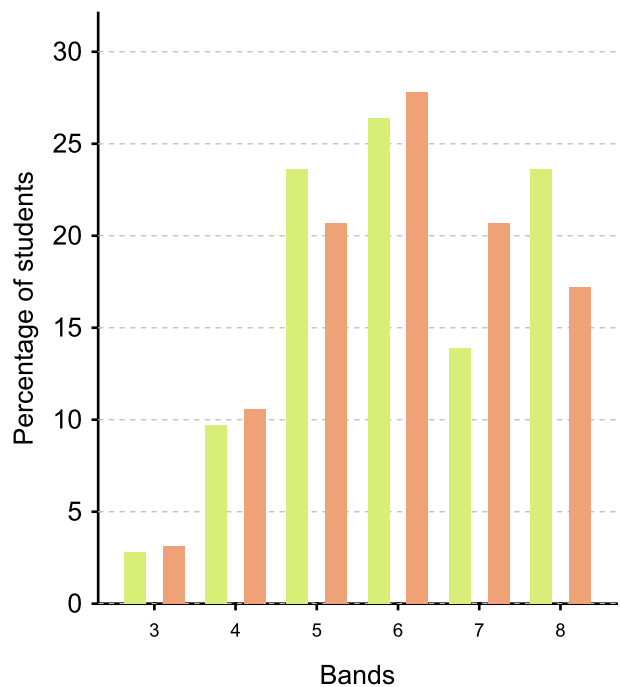
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



In 2018, 54% of Year 3 students achieved results in the top 2 bands, above the state average of 40%. This is an increase of 14% on the 2017 results. 38% Year 5 students achieved results in the top 2 bands, compared with 29% of the state. This is an increase of 1% on the previous year.

2018 results show improvement from 43% in 2016 to 46% in 2018 in the top 2 bands. This includes all students in Year 3 and Year 5 in the areas of Reading and Numeracy. These results are significantly higher than the state average of 37% in 2016 and 40% in 2018.

The cohort of Aboriginal students was very low, a total of 4 students in Years 3 and 5 together in 2018. No Aboriginal student was in the top 2 bands in either 2016 or 2018.

Parent/caregiver, student, teacher satisfaction

Annually, schools are required to seek the opinions of parents, students and teachers about their satisfaction of the school. This information was collected through surveys, both online and paper – based, focus group meetings and structured feedback sessions such as Coffee and Cake.

Student responses were collected from Years 3 – 6 students in Term 4 2018. Their responses included:

- 88% of students agreed or strongly agreed that they have friends at school they can trust and who encourage them to make positive choices;
- 94% of students agreed or strongly agreed believe that schooling is useful in their everyday life and will have a strong bearing on their future;
- 89% of students agreed or strongly agreed that they do not get into trouble at school for disruptive or inappropriate behaviour;
- 73% of students agreed or strongly agreed that they are interested and motivated in their learning;
- 91% of students agreed or strongly agreed that they try hard to succeed in their learning;
- 82% of students agreed or strongly agreed that classroom instruction is well-organised, with a clear sense of purpose, and with immediate feedback that helps them learn.

Parent responses were collected at various times throughout the year, depending on the feedback that was sought. Parents/carers were asked for feedback on student – led conferencing. 169 parents/carers responded to the survey. A summary of their responses is below:

- 98% of parent/carers agreed or strongly agreed that they have a better understanding of the types of activities their child is engaging in,
- 90% of parent/carers agreed or strongly agreed that they have a better understanding of their child's learning achievements,
- 79% of parent/carers agreed or strongly agreed that they have a better understanding of some of their child's next learning goals,
- 90% of parents/carers agreed or strongly agreed that student-led conferencing has the potential to strengthen relationships between teachers and families,
- 94% of parents/carers agreed or strongly agreed that student-led conferencing has the potential to improve students' ownership of their learning.

Parent feedback was also collected in Term 4 with a small response:

- 70% agreed or strongly agreed that they can speak easily with the child's teacher,
- 71% agreed or strongly agreed that they are well – informed about school activities,

- 70% agreed or strongly agreed that teachers listen to concerns that they might have,
- 72% agreed or strongly agreed that written information from the school is in clear, plain language.

Feedback from staff was collected regularly throughout the year to plan further initiatives and support staff in improving student learning. Staff responses to questions about **leadership effectiveness** are below:

- 66% agreed or strongly agreed that school leaders have provided them with useful feedback about their teaching,
- 69% agreed or strongly agreed that school leaders have helped them improve their teaching,
- 68% agreed or strongly agreed that school leaders have provided guidance for monitoring student progress,
- 79% agreed or strongly agreed that they work with school leaders to create a safe and orderly school environment,
- 67% agreed or strongly agreed that school leaders have supported them during stressful times.

Policy requirements

Aboriginal education

In 2018, foundation activities were undertaken for the establishment of an Aboriginal Education Strategy for Albury Public School. A committee of staff was formed and our first Yarning Group was held. In formulating our strategy, Albury Public School is following the NSW DET Aboriginal Education Policy implementation guide, *Turning Policy Into Action*, which recommends a 3-step approach: reflect – plan – act. We are currently in the 'reflect' phase.

- There will be three key areas of action in our strategy:
- Aboriginal student achievement – establishing challenging goals and achieving growth for every student; refining processes to engage students and parents in goal-setting; celebrating achievement; and increasing the percentage of Aboriginal students in the top two NAPLAN bands (a Premier's priority statement).
- Community engagement – yarning circle; genuine voice in school planning processes (particularly development of our strategy for Aboriginal education); and relationship building across the school.
- Pursuing Aboriginal education as a cross-curriculum priority area – embedding Aboriginal histories, culture and perspectives across all Key Learning Areas.

Highlights in Aboriginal education at Albury Public in 2018 included:

- A special NAIDOC assembly on 1 August, which featured several of our students performing traditional dance to didgeridoo as well as guest speakers from the local community, including Aunty Nancy Rooke.

- 12 of our students were recognised for excellence and achievement at the Proud and Deadly awards in October.
- Albury Public School teacher, Sammi Mundy, was selected to attend the 3–day 2018 National Aboriginal and Torres Strait Islander Education Conference in Adelaide.

Multicultural and anti-racism education

A staff member is trained as the Anti–Racism contact officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues relating to racism.

The English as an Additional Language/Dialect Program at APS aims to be an inclusive program that celebrates all cultures and provides these students and their families with a sense of belonging. During 2018 the EAL/D Program continued with students from many different countries including China ,Nepal, India, Sri Lanka ,Italy ,Iran, Thailand, Netherlands and the UAE.

All of the students are assessed as Beginning, Emerging, Developing and Consolidating English language learners as classified by the ACARA EAL/D Learning Progressions. The English Language Proficiency funding provided a 0.4 staff allocation for the EAL/D Teacher. The EAL/D students were provided support with both language development and wellbeing within the program.

Harmony day was celebrated in Term 1 with the theme 'Everyone belongs'. The whole school participated in many activities throughout Harmony week, including dressing in cultural costume and orange, and tasting cultural food. Throughout the year some parents shared cultural traditions with classes including Henna designs on hands in Kindergarten. Stage 2 and 3 students participated in multicultural public speaking, with various multicultural topics covered. The EALD students participated in many school activities including excursions, school camps, annual swim scheme, lapathon, school fun fair and sporting events. The EALD families bring enriching cultural experiences to share with the wider school community to promote a culturally diverse school.