Albury Public School

2019 Annual Report

1017

Introduction

The Annual Report for 2019 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.

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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 co–operatively 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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

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.

Improvement Measures

All teachers show an increase in the use of data to inform their practice as evidenced by the What Works Best in Practice survey.

Increase in the percentage of students feeling challenged and confident of their skills in literacy.

Increase in the percentage of value added equal to or above the state average in Years 3 – 5 and 5 –7 growth.

Progress towards achieving improvement measures

Process 1: Deliver dynamic, rigorous teaching and learning programs that are responsive to student needs and interests, that are contextually relevant and make learning meaningful and engaging for all students.

Evaluation	Funds Expended (Resources)
Learning and Support Team end of year Adjustment folder reviews indicated that a majority of classroom teachers had met learning adjustment documentation expectations at a basic level. Analysis of this data has informed LST support structures for 2020. Teaching program reviews conducted by supervisors indicate that teachers are beginning to apply the APS Instructional Model in writing and number. Implementation timeline for student goal–setting has been revised to follow rollout of Learning Intentions and Success Criteria (LISC) in all classrooms.	Learning and Support Team staffing $338 050.00

Process 2: Implement a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Evaluation	Funds Expended (Resources)
Target expected behaviours are routinely communicated to students, staff and community each week through a wide range of vehicles, eg Monday morning assembly, Fb and newsletter and the daily message sheet. Positive Behaviour for Learning (PBL) logo and brand guidelines finalised and ready for launch on day 1 2020. Behaviour support flowchart established and refined through staff input. Ready for staff professional development and implementation 2020. Most 2019 Personalised Learning Pathways (PLPs) completed using "the PLP get together" family meeting format. Staff and community informal feedback indicated satisfaction with new format which will continue in 2020. PLP proforma to be simplified through a process of consultation with staff, community and AECG. More formal opportunities for parent/carer engagement in 2019. Parent engagement survey to be conducted in 2020. Forty parents/carers attended Early Literacy/Numeracy support information sessions. Ninety parents attended 4 Wellbeing/parenting focused information sessions with visiting experts. Informal feedback indicated parent satisfaction and appreciation for these opportunities which will be continued and built upon in 2020.	Course fees $3980 PBL/ Aboriginal education resources $1360 Parent information sessions $1200

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.

Improvement Measures

Teaching and Learning programs reflect an increased use of formative assessment as part of a continuous assessment and evaluation cycle.

All teaching programs include evidence of differentiated learning based on the Literacy and Numeracy Progressions.

All teachers rate themselves at 4th or 5th (high) category across the seven key themes in the "What works best in practice" survey.

Progress towards achieving improvement measures

Process 1: Develop and apply effective assessment strategies, including constructive feedback and analysis of data, to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

Evaluation	Funds Expended (Resources)
Teachers demonstrated and shared their repertoire of formative assessment strategies during whole–school, whole–staff professional learning. Teachers explained how these strategies were utilised in their classrooms. Colleagues were encouraged to adopt and adapt new strategies in their practice, to be shared at future staff and stage meetings. Number: In Stages 1,2 and 3 teachers use formal formative assessment tasks that are collaboratively developed and utilised to determine student understanding and further planning of concepts. This ensures that the teaching is pitched at student point of need. Writing: Program evaluation shows evidence of teacher observations/anecdotal notes which form the basis of further planning in most programs.	Course fees $3985

Process 2: Develop and implement high quality teaching and learning programs in English and Mathematics based on current research.

Evaluation	Funds Expended (Resources)
Spelling: All Stage 1, 2 and 3 programs utilise the Albury PS Spelling guidelines to consistently assess and teach spelling across the stages. This information is collected centrally at the end of the year, to be shared with the new teacher. ES1 and Stage 1: Adoption of Systematic Synthetic Phonics. The focus is on the development of letter–sound correspondence, blending and segmenting skills to support students in their reading, writing and spelling. Student progress data is collected every 5 weeks. This information is shared centrally and available to the next year's teacher to ensure continuity of programs and progress. Adoption of the Explicit Instructional Model	Synthetic Phonics texts $12 020

Process 3: Embed collaborative teaching practices across the school.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Minutes of Executive, Staff and Stage meetings reflect discussions and collaboration of decision making and streamlining delivery of key messages to all staff.	Team meetings/professional learning costs $24 000

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.

Improvement Measures

All leaders demonstrate increased scores in the AITSL school leader self–assessment tool.

Increased percentage of teachers meeting their goals on PDPs.

Progress towards achieving improvement measures

Process 1: Developing high performing teachers through the establishment of high quality early career teacher support systems and targeted quality professional learning for all.

Evaluation	Funds Expended (Resources)
Early career teachers reported that they did appreciate extra release as it allowed them to seek advice and meet with other teachers in relation to organisation and practice, particularly around some of the administrative processes in the school. Additional release was as an invaluable way for beginning teachers to acclimatise to the workload in the public education system. For those Early career teachers who had a mentor, it was agreed that pairing early career teachers with a more experienced practitioner accelerated the rate of effective programming and productivity.	Graduate Teacher network $8500.00 Lesson observations and lesson studies, face to face conferencing (as negotiated by mentor and early career teacher

Process 2: Fostering a culture of high expectations and school improvement, through meaningful engagement with the PDP process, and a comprehensive knowledge of the Australian Professional Standards for Teachers.

Evaluation	Funds Expended (Resources)
All professional learning is linked to the Standards. This more closely aligns the professional learning to the school plan and clarifies teachers understanding of the Standards. Aligning PL to the Standards provides opportunities for further discussions and clarity of the requirements and expectations of the Standards and teacher's work and leads to greater consistency and quality across the school in the delivery of professional practice. Teachers report greater clarity when evaluating individual practice, pedagogy and areas for further development.	

Process 3: Deliver professional learning for leaders focussing on consistency of management skills and leadership roles and responsibilities that support high quality teaching and learning.

Evaluation	Funds Expended (Resources)
Assistant Principals reported that attending the Albury AP Network meetings throughout the year developed skills in conflict resolution, mediation and staff wellbeing. This improved capacity to support and supervise large and complex stage teams. It enabled APs to support staff who were having difficulty managing the complex nature of our profession, including beginning and early career teachers. It also provided APs with increased confidence in having challenging conversations with staff around areas of need so that they felt heard and respected. Continual professional discussions during executive	AP Network meeting $12 000 (6 Assistant Principals attended, teacher relief and registration fees). ACEL conference $3500 (attended by Principal and 3 Assistant principals – flights, accommodation and registration).

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Progress towards achieving improvement measures	
meetings around school plan and milestones as well as analysing Assistant Principal job descriptions provided a clear framework in which to complete the supervisory role and to contribute to school improvement. Roles were developed for Assistant Principals, Business Manager, from the Principal role description. This was presented to staff and has provided greater understanding of the role and expectations of the APs and BM. Role statement for the Deputy Principal is still in development.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$19 850	2019 saw a major step forward in engagement with our Aboriginal community and promoting achievement for Aboriginal students at Albury Public School. New procedures for completing Personalised Learning Pathways, including the use of a new AECG–endorsed template for this document, were instituted. PLPs were co–authored by parents, students and teachers in an informal 'get–together' style, complete with sausage sizzle. Teachers and families reported that this format promoted a sense of community and connectedness. An Aboriginal dance troupe was formed and our students were tutored by former APS students who are now at Albury High School. The troupe performed to great acclaim at our whole–school musical performance and NAIDOC assembly. NAIDOC celebrations at Albury Public School were scaled–up in 2019 to become a whole–community celebration of Aboriginal and Torres Strait Islander culture. A large number of visitors attended open classrooms and our NAIDOC assembly and all students participated in cross–school NAIDOC–themed activities for the afternoon. A team of two students ably represented APS for the first time at the NAIDOC public speaking competition. Albury Public School was selected to host the Proud and Deadly Awards in November, with 12 of our students being recognised for outstanding achievement. The school also nominated four community members for awards, a reflection of our increased connectedness with our local Aboriginal
English language proficiency	$36 774	An EAL/D teacher was employed 0.4 (2 days per week) to provide support for newly arrived students with direct assistance in the classroom and small groups. The EAL/D teacher provided advice to classroom teachers on supporting, planning and programming for EAL/D students. The EAL/D and classroom teacher also maintained respectful collaborative relationships with parents/carers of students regarding their learning and well–being. Student transitions were smoother and EAL/D students had a point of contact to assist with matters inside and outside of the classroom.

| Low level adjustment for disability | $184 157 | In 2019, the Learning Support Team worked intensively with teaching staff to achieve improvement in the quantum and quality of student learning adjustments to cater for individual needs. A program of whole–staff professional development over the course of the year was complemented by 1:1 Learning Support Teacher– class teacher coaching. Revised documentation processes were introduced that ensure rigorous and meaningful student goal–setting, consultation with parents/caregivers and documented evidence of compliance with legislation and Departmental requirements. Twice–yearly learning adjustment documentation reviews have been instituted. The results of the reviews at the end of Semesters 1 and 2, 2019, indicate a sharp increase in teacher understanding and capacity to plan for, and meet, the individual learning needs of students. Integrated Funding Support applications were submitted and approved for ten students, providing the necessary funding for high–level individual supports where required.

 A series of Parent Information Sessions in 2019 contributed to increased community engagement in 2019. School staff and visiting experts presented sessions to meet the needs of parents/caregivers in: supporting early literacy and numeracy at home; Attention Deficit Hyperactivity Disorder and Oppositional Defiance Disorder; Cybersafety; parenting adolescents and the transition to High School. In addition, student–led conferencing and open classrooms were again very well attended and parents/carers reported high levels of satisfaction with this initiative.

 Extensive Student Learning Support Officer professional development was undertaken in 2019 which increased the professional knowledge and skill of our team of 16 SLSOs and improved their capacity to support teaching and learning in classrooms. Formal and informal professional learning opportunities included: training in managing challenging behaviours; weekly team meetings; trauma–informed practice; strategies to support students with autism; peer–mentoring and supervisor coaching. |
| **Quality Teaching, Successful Students (QTSS)** | $102 661 | • Employment of an Assistant Principal Engagement, Learning and Support to lead the Learning and Support Team to provide learning support and to build teacher capacity in managing complex students and behaviour.
 • Brought focus to raising student |

Quality Teaching, Successful Students (QTSS)	$102 661	achievement and improving the quality of teaching and learning • Developing and maintaining a culture of high expectations for self and others building a positive and collaborative learning culture within the school community (triads, group feedback in various PI, Number Groups 3–6) • Ensured all policies are being adhered to (disability standards, Aboriginal education) • Ensured all teaching staff are informed about contemporary evidence–based pedagogies and led teaching staff in their development in determined priority areas • Analysed student outcomes (academic, engagement and well–being) to determine school–wide priority areas relating to teaching and learning • Strengthened the culture of professional growth at the school • Provided teaching staff with up to date research relating to teaching practice • Provided and/or organised professional learning opportunities to support teacher growth in determined school priority areas • Improved reporting of student information and created central, electronic LaS database for improved sharing of and handling of sensitive information.
Socio–economic background	$29 204	The Learning and Support Team continues to support students and families experiencing financial hardship, domestic violence and other challenging circumstance which impact on student wellbeing and readiness for learning. • The highly–successful school breakfast and free fruit program, initiated in 2018, continued in 2019. The school's financial contribution was supplemented by the generous support of FoodBank. • School emergency lunches are provided when parents have been unable to provide lunch. The Learning Support Team also make referrals to FoodBank and other community organisations where needed to ensure our school families have food in the cupboards at home. • Learning Support Teachers provide supplies and support students to complete basic morning hygiene routines at school where necessary. • Student uniform assistance is provided where needed in the form of free second–hand uniforms, limited free sports polos (through the support of the P&C), and Target vouchers for school clothes and shoes (through the Border Trust program). • The school continues to ensure that, wherever possible, financial hardship does not exclude students from school excursions, camps and other opportunities (such as the K–1 gymnastics program). Flexible payment options are available and the school subsidises the cost of participation where this would otherwise be a barrier to participation. • Learning Support Teachers work closely with vulnerable families to connect them with counselling, housing and other community

Socio–economic background	$29 204	services where needed.
Support for beginning teachers	$46 659.00	All early career teachers were provided with additional release and encouraged to work with their mentors or supervisors. One early career teacher attended the new initiative of the Albury Network – The Graduate Teacher Network. The Graduate Teacher Network provided additional support with navigating the portal, having challenging conversations and provide a greater network of teachers for the early career teachers to access for sharing. The appointment of the external mentor provided in class support and assisted with the establishment of reading groups, strengthening the delivery of Literacy in that classroom. Early career teachers reported that they did appreciate extra release as it allowed them to seek advice and meet with other teachers in relation to organisation and practice, particularly around some of the administrative processes in the school. Additional release was as an invaluable way for beginning teachers to acclimatise to the workload in the public education system. For those Early career teachers who had a mentor, it was agreed that pairing early career teachers with a more experienced practitioner accelerated the rate of effective programming and productivity.
Targeted student support for refugees and new arrivals	$701	Resources were purchased to support new arrival EAL/D students with English Language Proficiency. The resources assisted teachers to manage the learning, engagement and wellbeing of their newly arrived students.
School Support Allocation (Prinicpal Support)	$33 304	• Employed a Business Manager. This has increased the available time for the Principal and Deputy Principal to work with early career teachers, individual student behaviour management plans and setting up systems to monitor and develop teaching practice. • Increased compliance with WHS and legal requirements. • Streamlined systems for managing assets, WHS and finances.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	309	288	302	322
Girls	303	283	289	308

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.2	95.8	95.6	94.8
1	94.8	94.1	92.8	93.4
2	94.1	94	94.2	94.6
3	94.4	94.6	94.3	94.3
4	94.1	94.8	93	93.1
5	93.2	93.8	94.7	93.3
6	92.4	93.5	92.9	93
All Years	94	94.4	94	93.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	4
Classroom Teacher(s)	24.2
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	449,689
Revenue	5,844,845
Appropriation	5,530,138
Sale of Goods and Services	29,186
Grants and contributions	280,502
Investment income	4,720
Other revenue	300
Expenses	-5,933,278
Employee related	-5,415,821
Operating expenses	-517,456
Surplus / deficit for the year	-88,432

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.

	2019 **Approved SBA** ($)
Targeted Total	202,950
Equity Total	269,986
Equity - Aboriginal	19,850
Equity - Socio-economic	29,204
Equity - Language	36,774
Equity - Disability	184,157
Base Total	4,288,800
Base - Per Capita	138,671
Base - Location	3,388
Base - Other	4,146,742
Other Total	444,761
Grand Total	5,206,497

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
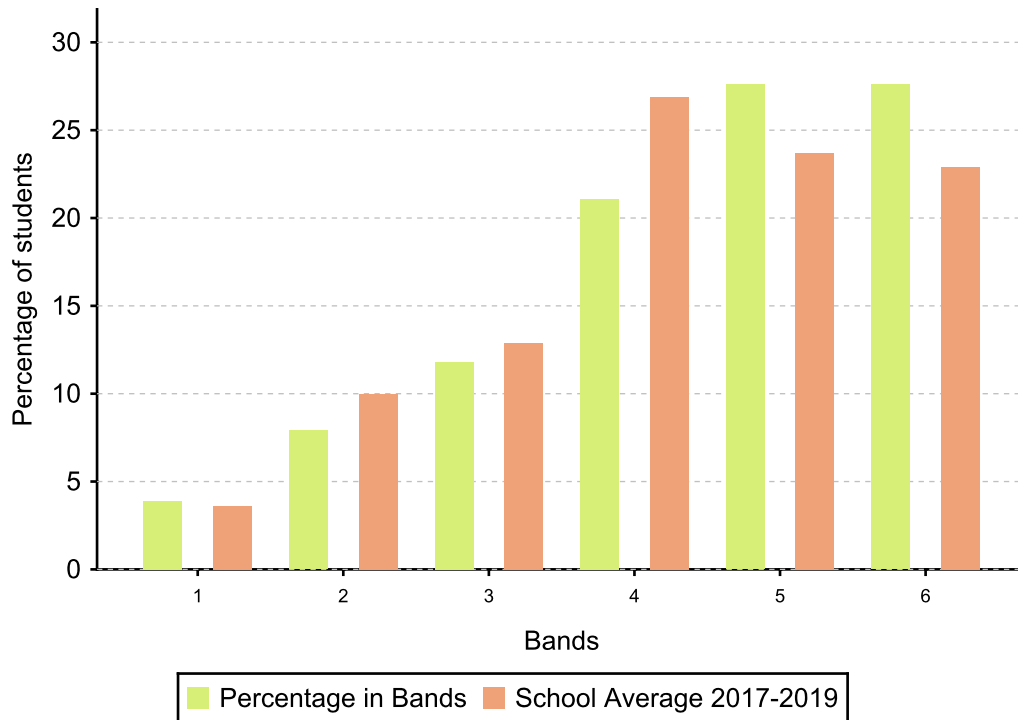
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
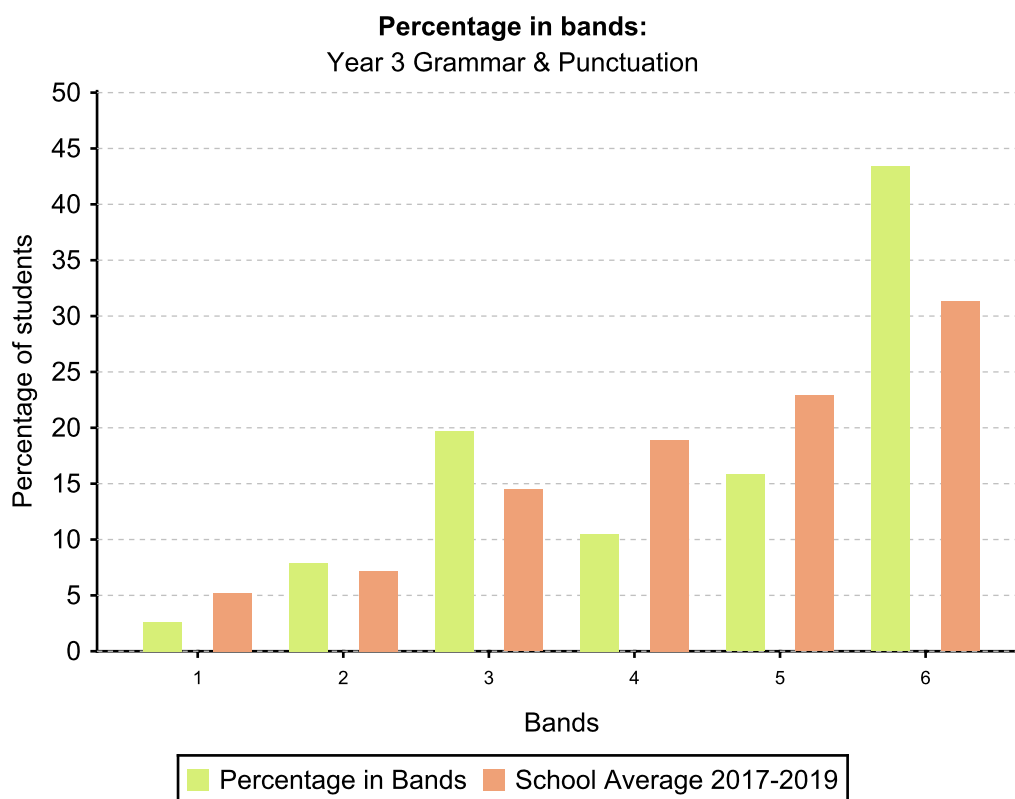
Band	1	2	3	4	5	6
Percentage of students	2.6	7.9	19.7	10.5	15.8	43.4
School avg 2017-2019	5.2	7.2	14.5	18.9	22.9	31.3

Percentage in bands:
Year 3 Reading
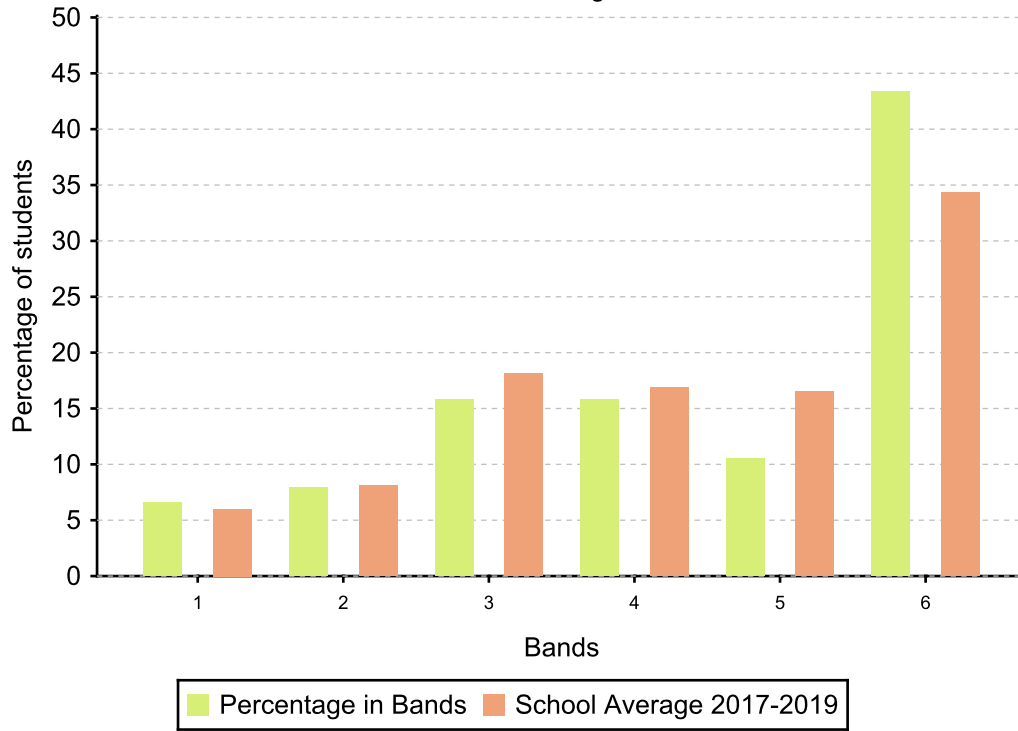
Band	1	2	3	4	5	6
Percentage of students	6.6	7.9	15.8	15.8	10.5	43.4
School avg 2017-2019	6	8.1	18.1	16.9	16.5	34.3

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	3.9	7.9	11.8	21.1	27.6	27.6
School avg 2017-2019	3.6	10	12.9	26.9	23.7	22.9

Percentage in bands:
Year 3 Writing
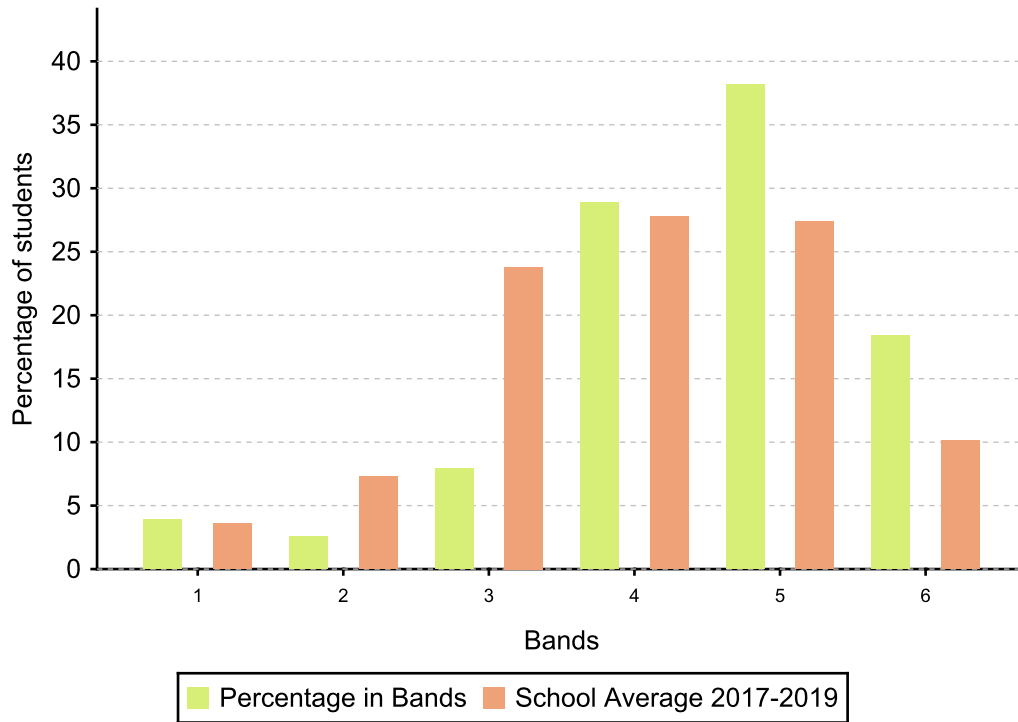
Band	1	2	3	4	5	6
Percentage of students	3.9	2.6	7.9	28.9	38.2	18.4
School avg 2017-2019	3.6	7.3	23.8	27.8	27.4	10.1

Percentage in bands:
Year 5 Grammar & Punctuation
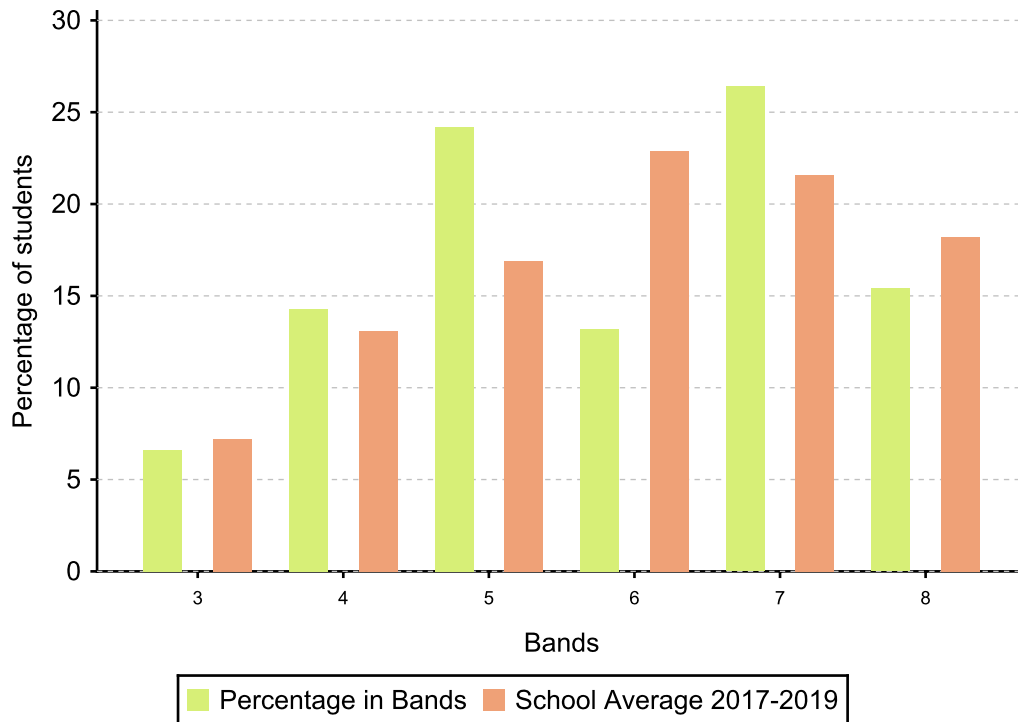
Band	3	4	5	6	7	8
Percentage of students	6.6	14.3	24.2	13.2	26.4	15.4
School avg 2017-2019	7.2	13.1	16.9	22.9	21.6	18.2

Percentage in bands:
Year 5 Reading
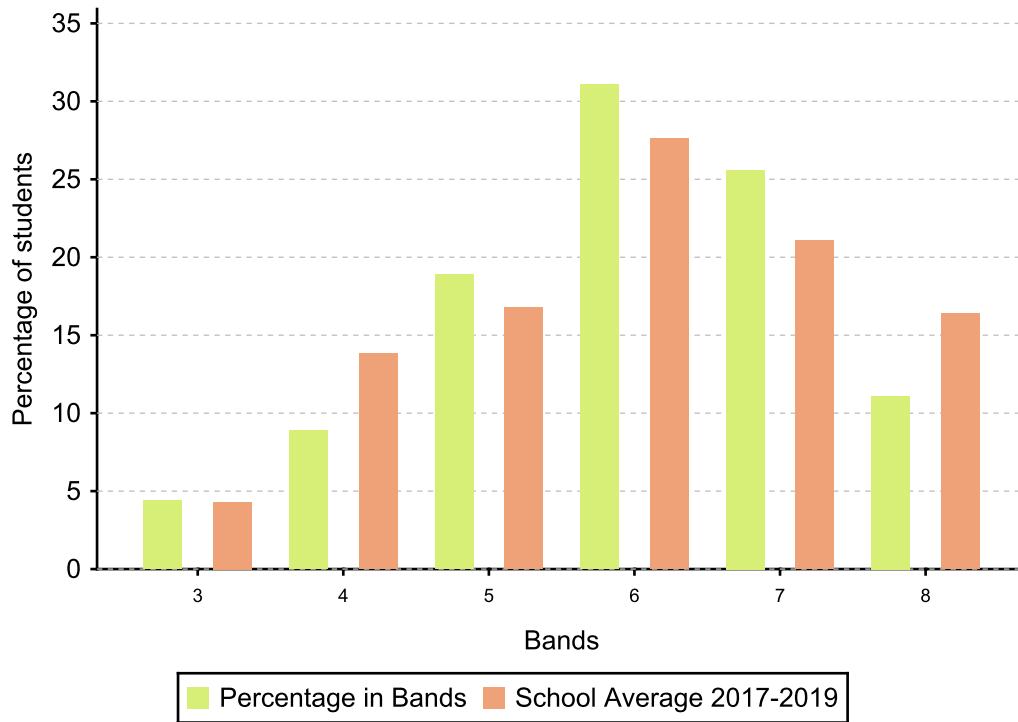
Band	3	4	5	6	7	8
Percentage of students	4.4	8.9	18.9	31.1	25.6	11.1
School avg 2017-2019	4.3	13.8	16.8	27.6	21.1	16.4

Percentage in bands:
Year 5 Spelling
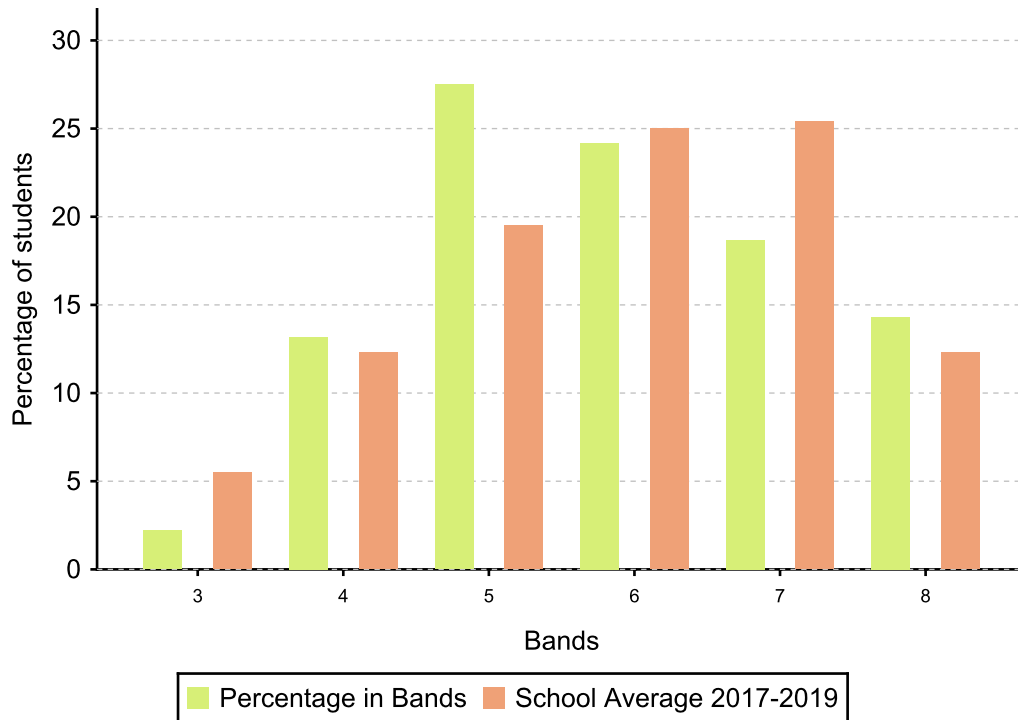
Band	3	4	5	6	7	8
Percentage of students	2.2	13.2	27.5	24.2	18.7	14.3
School avg 2017-2019	5.5	12.3	19.5	25	25.4	12.3

Percentage in bands:
Year 5 Writing
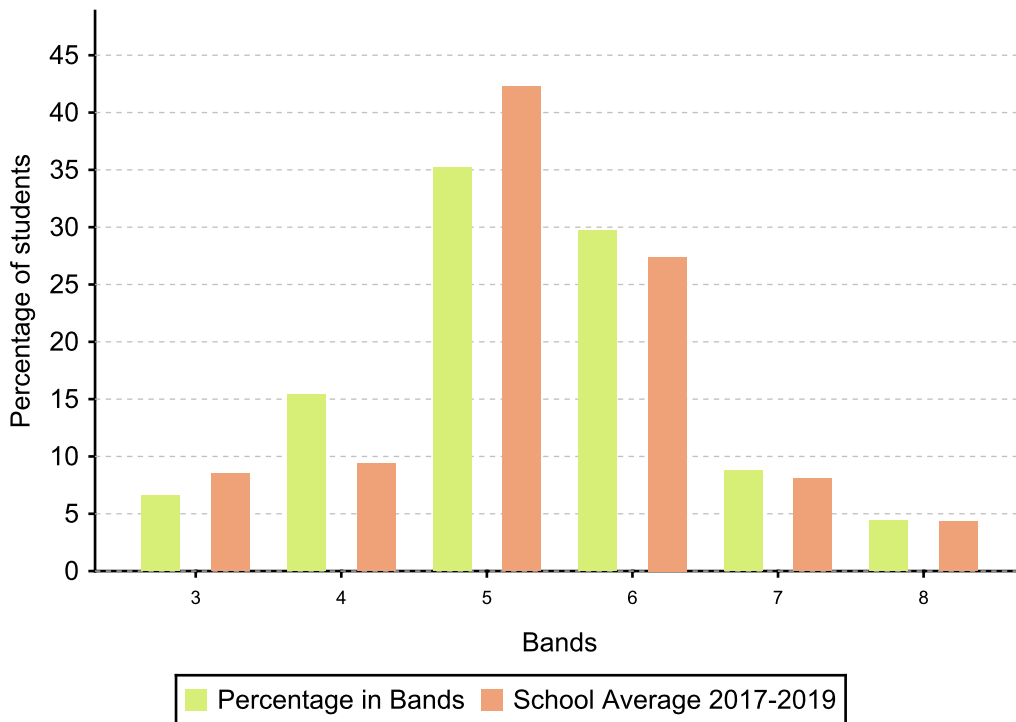
Band	3	4	5	6	7	8
Percentage of students	6.6	15.4	35.2	29.7	8.8	4.4
School avg 2017-2019	8.5	9.4	42.3	27.4	8.1	4.3

Percentage in bands:
Year 3 Numeracy
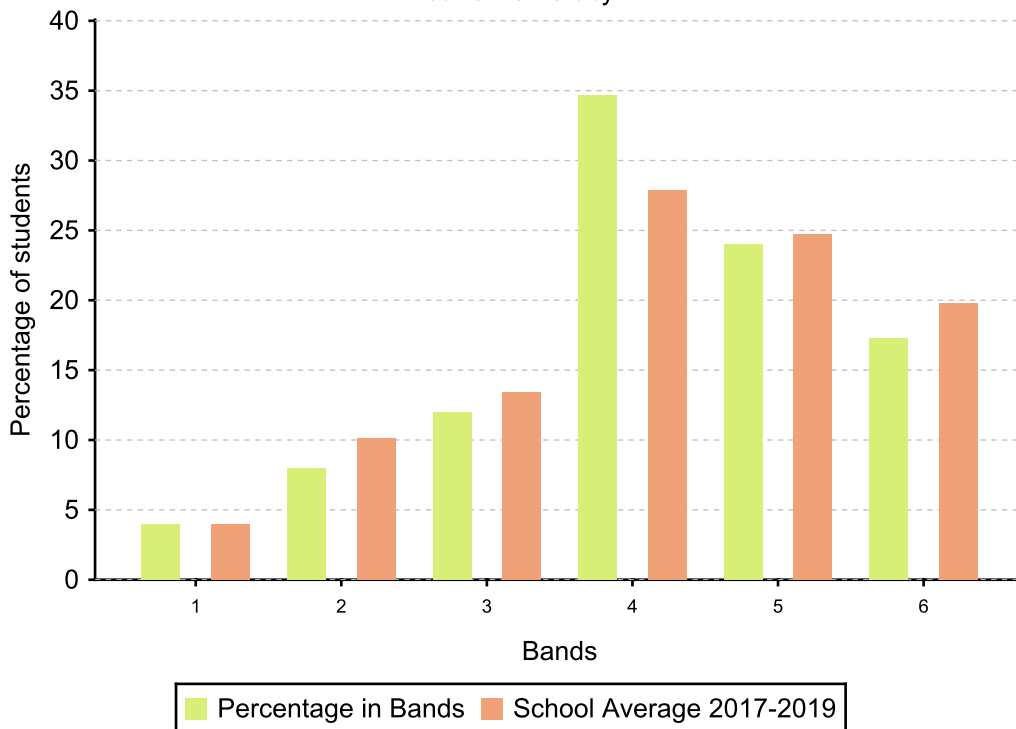
Band	1	2	3	4	5	6
Percentage of students	4.0	8.0	12.0	34.7	24.0	17.3
School avg 2017-2019	4	10.1	13.4	27.9	24.7	19.8

Percentage in bands:
Year 5 Numeracy
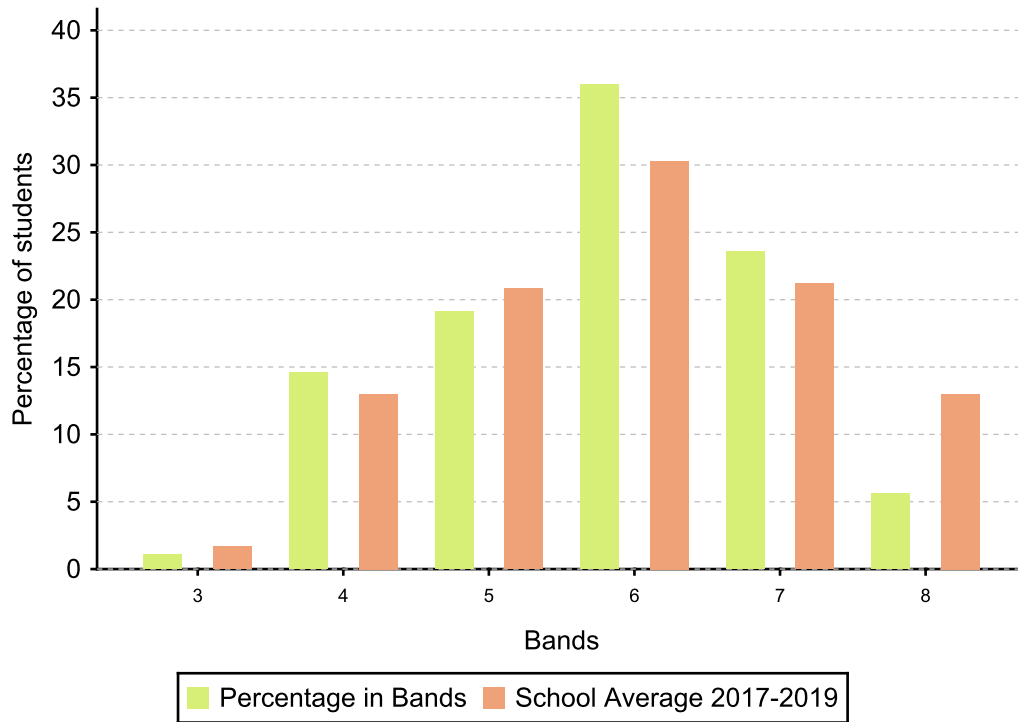
Band	3	4	5	6	7	8
Percentage of students	1.1	14.6	19.1	36.0	23.6	5.6
School avg 2017-2019	1.7	13	20.8	30.3	21.2	13

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.

Responses were collected from all teaching and non–teaching staff in 2 separate surveys. Their responses included:

Teaching staff

- 90% were either satisfied or very satisfied with their role at Albury PS.
- 48% of teachers said that would not want to work at another school, other than Albury PS. Of those who said they would consider another school, it would depend on the role in the other school (eg promotion) or the increased opportunity to work in a new role to gain new knowledge and skills.
- 73% were either satisfied or very satisfied with the initiatives and support available to improve their teaching practice during 2019.
- 77% were either satisfied or very satisfied with the support structures put in place around school improvement initiatives in 2019.

Non–teaching staff (including SLSOs and administration staff)

- 100% of non–teaching staff reported that they are satisfied or very satisfied with their career in schools.
- 87.5% reported that they were satisfied or very satisfied with their role at Albury PS.
- 100% of non–teaching staff reported that if they had the opportunity to start over in a new career they would choose to work in their current role.
- 87.5% reported that they were satisfied or very satisfied with the support available to improve their work performance.

Student responses were collected from Years 4 – 6 students in Term 2019. Their responses included:

- 74% of students feel accepted and valued by their peers and by others at their school.
- 91% of students say they have friends at school they can trust and who encourage them to make positive choices.
- 91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 88% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.
- 67% of students reported that they are interested and motivated in their learning.
- 86% of students reported that they try hard to succeed in their learning.
- 76% of students reported that they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 81% of students feel that teachers are responsive to their needs and encourage independence with a democratic approach.

Parent/carer responses were collected at various times throughout the year, particularly following events and school initiatives, to evaluate our impact and ways to improve what we do. A survey was designed and disseminated to parents/carers through the newsletter and online mediums. Ten percent of our families responded. The results were as follows.

- 57% of families feel welcome when they visit our school.
- Over half of our families believe that teachers take their child/children's needs, abilities and interests into account.
- 85% of students are clear about the expectations for school behaviour.
- 72% of students feel safe at school.
- 78% of families have attended meetings, information sessions, celebrations or social events at school four or more times in the last 12 months.
- Over half of our families report being consulted by the school in relation to school policies/practices and school organisation matters.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Albury Public School is committed to improving the educational outcomes and wellbeing of Aboriginal students. All teachers at Albury Public School have implemented Aboriginal perspectives within their classroom programs. This promotes an understanding of Aboriginal culture – past, present and future, Aboriginal history and contemporary Aboriginal themes and issues.

Albury Public School is committed to delivering positive learning experiences that enhance the understanding of Aboriginal culture. An Aboriginal Education Committee was established in 2019, consisting of teachers passionate to improve Aboriginal education outcomes and parents actively seeking opportunities to assist.

Our school embedded Aboriginal perspectives into classroom practice. Regular lessons in all classrooms had an Aboriginal perspective attached to them and this enabled the culture and traditions of our Indigenous community to be celebrated and also recognise student excellence in attendance, school participation and academic achievement at the Albury 'Proud and Deadly' Awards.

Significant events such as NAIDOC Day promoted Aboriginal education through a variety of cultural activities, some led by Aboriginal students themselves. Senior students were given the opportunity to participate in a NAIDOC public speaking competition.

Emphasis was placed on understanding and celebrating local culture by working closely with community members and local Aboriginal Educational Consultancy Group (AECG). One member of staff attended each AECG meeting throughout 2019 and Aboriginal families were welcomed to the school community at a Teacher Meet barbeque in March. Teachers reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personalised Learning Pathways for Aboriginal students were developed, implemented and evaluated.

Cultural activities such as our Aboriginal Dance Troupe and Aboriginal Art Group allowed students to gain broader experiences in, and a deeper understanding of, Aboriginal culture and in particular the local Wiradjuri culture. An Aboriginal woman, from the local Wiradjuri community, shared stories, skills and customs with the school.

In 2020 we aim to continue to strengthen our engagement with the Aboriginal community, continue to foster cultural identity, promote cultural awareness and broader experiences in, and a deeper understanding of Aboriginal culture and in particular the Wiradjuri culture. The school aims to continue in its current practices in our endeavour to improve the outcomes of students in 2019/20.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Evidence of effective implementation of the policy at Albury PS included:
- nomination of an experienced teacher to be the Anti–Racism Contact Officer (ARCO) and ensured that they were trained (August 2019) and further training as an ARCO Tutor in Dec 2019
- ensuring that complaints of racism were dealt with in accordance with the Complaints Handling Policy Guidelines
- Teachers supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

- maintaining records of complaints concerning racism and their resolution in accordance with the Complaints Handling Policy Guidelines
- promoting anti–racism education and the role of the ARCO in the school.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.