

2020 Annual Report

Albury Public School



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Introduction

The Annual Report for 2020 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.

School contact details

Albury Public School
481 David St
Albury, 2640
www.albury-p.schools.nsw.edu.au
albury-p.school@det.nsw.edu.au
02 6021 3849

Message from the principal

This year, we started the school year with searing temperatures for days and nights on end, endured thick smoke and smoke hazes for weeks and were either directly affected or knew someone who was, directly affected by the bushfires that burned for weeks and threatened everything and everyone in their path, coming as close as Culcairn, Wodonga and Tabletop. It certainly was extremely hot and very scary.

Not long after we saw the end of the immediate fire threat we were thrown into the uncertainty that was to become the new normal when we were faced with COVID -19, the unknown and invisible virus. This saw us, in one week, make the transition from school as usual to lockdown and remote teaching and learning. The teachers had to become Youtubers and the students had to learn to be disciplined and log on every morning to engage with their class and teacher via google. For a number of staff, me included, who trained using old fashioned things in the 1900s like chalkboards and overhead projectors, learning the Google platform and the many things it could actually do was something out of a science fiction novel, something we could only ever imagine but never actually imagine that we would be required to make work to teach our students. However, like everything else this year, we adapted and made it work.

Dr David Roy, a lecturer at the University of Newcastle's School of Education, said that for all the negative headlines, 2020 for education has been "one of hope over adversity, strength over succumbing, and determination over despair; students and staff over systems".

"The pandemic has allowed us to reconsider possibilities in education,"

"Flexibility of the workforce, with their ability to pivot, and support students, to offer distance education on mass; which systems had previously said was not feasible".

Dr Roy said the fortitude of teachers and of students to adapt and cope and excel has been nothing short of extraordinary and that they "deserve nothing but praise".

Despite the challenges 2020 provided, we still managed to implement some cutting edge programs, such as our early phonics and literacy programs, with huge results being recorded. The P&C kindly donated more money so that we could fund our Synthetic Phonics program and we were able to purchase more decodable readers to supplement those that were purchased last year. Stage 2 and Stage 3 teachers worked on a new Literacy assessment program, DIBELS, which provides us with very detailed and consistent data that we can utilise to better plan and support all students.

This year, we added a specialist Dyslexia support teacher and a specialist behaviour support teacher to our staff and were able to provide additional training for teachers in these areas as well as specialist programs for our students in need. Mrs Morris introduced a very successful Music program to our K - 2 students and Mr Neil introduced a fabulous, practical Science and Technology program to our school. Mrs Power played with robotics with her classes and Ms Griffith and Mrs Shuttleworth introduced specialist History and geography teaching to Stages 2 and 3.

I really need to acknowledge the staff who have gone above and beyond to make this year the success it really has

been, despite the challenges and uncertainty. Without our dedicated and committed staff we would not have had the whole-school cross country carnival, the K - 2 and Years 3 - 6 athletics carnivals, the Whacky Wednesdays, gala days, camps and other end of year events. I would like to acknowledge Mr Callum Hislop, one of our extremely talented School Learning Support Officers, who is also a tech genius, who not only offers lunch time Code Club and Tech club but also troubleshoots all of Googling, Zooming, ICAS testing and making the Livestreams possible.

Many other schools did not reschedule these major events as the lead in time was very short and the students weren't provided with the many opportunities we have been able to provide the students at Albury PS with. As most schools were winding up and counting down the days until the Christmas holidays, Years 3 - 6 all went on major camps. This is only because the staff - the teachers, SLSOs and office staff wanted our students to have these opportunities despite the challenges and restrictions 2020 threw at us. We know how important it is to have these school events.

To the incredibly supportive and proactive P&C executive, I say a huge thank you. It hasn't been as big a year as many others with all of the COVID restrictions but you have put the students and staff needs first and provided very generous funding again. To Ms Ash Edwards, P&C President, thanks for all that you have done and your strong leadership.

2020 has been a huge year and a huge learning curve, both personally and professionally. I don't want another 2020 ever but I do want all of the joys that leading such a fabulous, dynamic and caring school brings. I believe that we have all demonstrated resilience and will be better for it, despite the hardships at the time. As Confucius, the Ancient Philosopher once wrote, "Our greatest glory is not in never falling, but in rising every time we fall."

Lianne Singleton

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Delivering
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)
<p>There is a collective responsibility for supporting student learning through ILPs between classroom teachers and Learning and Support teachers. Further collaboration and consistent collective responsibility to support student learning and success emerging within stages, eg Number group teachers having input into the development of mathematics learning goals for students on ILPs. Reports are co developed by classroom teachers and RFF/Learning and Support teachers, through the use of Microsoft Teams.</p> <p>A streamlined approach to supporting students diagnosed with language learning difficulties, such as dyslexia, has been implemented across the school. This has provided a platform for teachers to communicate individual and targeted support with parents and support staff. Assessment, data and analysis approaches have been embedded to provide accurate reporting and a clear learning progressions. This has resulted in teachers, Learning and Support staff, Executive and parents feeling confident that individual students are supported at their point of need.</p> <p>A programming checklist was developed and implemented to incorporate the NESA requirements and SICM expectations. This resulted in an adjustment to programming requirements across all stages and teachers now considering and including learning intentions for each Key Learning Area. Awareness of the intention behind the learning is now clearer for students.</p>	<p>Curiosity and Powerful Learning Installment 2 \$3750.00</p> <p>Teacher \$18566.00</p>

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)
<p>A school-wide, collective responsibility for student learning and success is developing through effective partnerships in learning that supports student motivation to deliver their best and continually improve.</p> <p>A Sensory hallway was developed and installed at Albury Public School in the West Building. This has been a great success, providing opportunities for students with extra sensory needs to self regulate and refocus.. The Sensory hallway also allows the transitions between lunch, recess, classrooms and "brain breaks" to be interactive and fun.</p>	<p>Specialist behaviour/wellbeing teachers \$44566.00</p> <p>Sensory hallway \$1100.00</p>

Progress towards achieving improvement measures

The Sensory hallway activities have provided these sensory students to stay on task and as a preventative measure, improving focus and preventing disruptive behaviors from occurring within the classroom environment. After following the sensory path, students return to the classroom focused and are ready to learn.

The school implements evidence-based change to whole-school practices which results in measurable improvements in wellbeing and engagement to support learning.

- 68% of our Aboriginal students reported that they feel good about their culture when they are at school.
 - 72% of all students surveyed agreed that they feel proud of their school.
 - 73% of students reported that they feel accepted and valued by their peers and by others at their school.
 - 61% of students reported that they are interested and motivated in their learning.
 - 74% of all students surveyed reported that they have someone at school who consistently provides encouragement and can be turned to for advice.
- School Learning Support Officers have been upskilled in areas to understand behaviour and how to implement trauma informed approaches. This has enabled the restructuring of the support model across the school. Teachers have been supported by the Learning and Support team and the Deputy Principal to create teaching and learning opportunities that reflect inclusive practices and a shared approach.

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)
<p>Systems and structures are agreed and in place to track all students in literacy and numeracy progress and to monitor against targets. Targeted professional learning is impacting on teacher practice in evaluating and using data to identify areas for support, enrichment or extension to maximise student outcomes.</p> <p>Teachers use systematic and reliable assessment information and student feedback on their learning to evaluate student growth over time and to implement changes in teaching that leads to measurable improvements.</p> <p>An executive member and 2 staff members visited Albury North Public School to observe and discuss their data collection and data walls with the Principal. This was very beneficial, providing our school with valuable information to refine and implement at Albury Public School. As a result, K-6 has a scope and sequence for data collection and data walls have been created and are referred to by executive staff when leading team planning and identifying students for targeted intervention.</p> <p>Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.</p> <p><i>What works best staff survey:</i></p> <p>Teachers reported that they felt most confident in implementing the What works best themes of:</p> <ul style="list-style-type: none">• Wellbeing (4.48)• Classroom management (4.45)• High expectations (4.43)• Explicit teaching (4.23) <p>Teachers reported that they felt the least confident in implementing the What works best themes of:</p> <ul style="list-style-type: none">• Effective feedback (3.71)• Assessment (4.02)• Collaboration (4.07)• Use of data to inform practice (4.19)	<p>DIBELS assessments \$450.00</p> <p>Teacher \$40616.00</p> <p>Phonics program \$4913.00</p>

Process 2: Develop and implement high quality teaching and learning programs in English and Mathematics based

Progress towards achieving improvement measures

Process 2: on current research.

Evaluation	Funds Expended (Resources)
<p>The school improvement journey following the Curiosity and Powerful Learning blue print had to be re-evaluated due to COVID disruptions to professional learning and teacher readiness to follow the initial scope and sequence. Evidence in teacher programs and observations indicated a lack of understanding about Success Criteria/learning Intentions. Further focus and professional learning, combined with a focus on explicit teaching, will build capacity and understanding of teachers and impact student understanding of the purpose of the learning. Integrated/contextual approach to programming using "problem based learning" and contextual units for English has been addressed but will need to be revisited in greater detail in the new School Improvement Plan.</p> <p>All teachers are developing expert, contemporary curriculum knowledge and effective teaching strategies that are adjusted to ensure that all students are challenged and supported, leading to improved student learning. Teachers involve student and parents in planning to support learning, and work with the Learning and Support team and executive staff to case manage students with additional needs and to cater for individual needs of all students.</p> <p>In 2020 Albury Public School undertook a learning journey in how to delivery phonics and phonemic awareness to our students in 2020 and beyond. The Phonics program was developed in response to the Department of Education's Effective Reading K-2 strategy to improve reading across our school. An audit of student data and teaching programs occurred in 2020 as measurable gaps were found.</p> <p>In consultant with K-2 staff a draft scope and sequence for teaching phonics was developed with a detailed assessment scheduled. Two commercial programs, Heggerty's Phonemic Awareness and Little Learners Love Literacy were purchased with decodable readers to implement phonics in our K-2 classrooms.</p> <p>All K-6 staff participated in the Department of Educations online learning module <i>Effective reading:Phonics</i>. Teachers explored how oral language, phonological awareness, phonics, vocabulary, fluency and comprehension are all necessary for effective reading instruction. The overall focus was on the systematic and explicit teaching of phonics. Teacher's were accredited with 10hours of professional development.</p> <p>At fortnightly stage meetings, the teaching and learning programs were discussed and evaluated. Data was collected weekly from the students and teaching adjustments were made to improve students data. At the end of the year complete data sets were made with students identified by a traffic light system, green were students that achieved stage level, orange students were working towards level and red students were identified as needed further support.</p> <p>In term three and four of 2020 all red students received small group intervention from the LAST teacher.</p>	<p>Resources \$1777.00</p>

Process 3: Embed collaborative teaching practices across the school.

Evaluation	Funds Expended (Resources)
<p>Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelled effective practice and specific and timely feedback are developed and implemented and include participation by all teaching staff and SLSOs. Unfortunately, due to COVID 19 restrictions, many of the full day team meetings were not scheduled.</p>	<p>Additional release time \$22424.00</p> <p>Full day team meeting days \$12984.00</p>

Progress towards achieving improvement measures

Teachers all completed their triad rounds, observing the practice of another group member or being observed and provided with written feedback.

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)
<p>All early career teachers are provided with tailored and targeted support and professional learning to further develop their practice, pedagogy and professional engagement.</p> <p><i>In 2020 I was given funds to support my career as a beginning teacher. I chose to use these funds to access Release from Face to Face time on a Tuesday. As a beginning teacher this additional time meant I was able to access various types of professional learning opportunities. Some of these opportunities included engaging in professional reading around synthetic phonics (Reading for Life - Lyn Stone) and Visible learning (Visible Learning and the Science of How We Learn - John Hattie), as these were whole school focuses. I attended an early career teacher professional learning at Albury North. The focus of the professional learning was critical thinking. I was able to use a variety of skills learnt from this PL in the classroom, such as explicitly teaching brainstorming and mind mapping as a tool for planning writing. On a separate visit to Albury North, I observed a writing and reading lesson by an experienced teacher at the school. This opportunity gave me insight into new and exciting strategies that I could use within my own practice, particularly the use of, and importance of, student goal setting, learning intention and success criteria. As well as visiting another school, I also used my time to observe and learn from various colleagues within my own school. MT</i></p> <p>Professional learning for all staff is targeted to share best practice throughout the school and to develop leadership skills in all staff through meaningful collaboration and support with each other.</p>	Professional learning \$25 000.00

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)
<p>All teachers reflect on feedback and an understanding of the APSfT to determine further professional learning to deliver a culture of high expectations and school improvement.</p> <p>95% of teachers met the goals identified on their PDPs for 2020. Some of the identified goals were carried over to 2021 due to COVID restrictions on professional learning and the different types of activities that could be undertaken.</p>	Extended PL \$1028.00

Progress towards achieving improvement measures

Teachers professional development plans are supported by a coordinated , whole-school approach to developing professional practice, informed by research. The placement of the students at the centre of the School Improvement Plan and teacher's PDPs will provide clarification of teacher needs and future professional learning.

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)
<p>The leadership team participates in capacity development programs and implements the principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.</p> <p>Strong, strategic and effective leadership is nurtured and developed to support the wellbeing of teachers and to build capacity for a strong pipeline of leaders. Assistant Principals reported that they feel more confident and capable to lead their teams, plan for student success and have challenging conversations.</p> <p><i>"I have developed myself in delegating small jobs to my stage team and communicating a lot of information via email. Staying on top of communication".</i> TK Stage 1</p> <p><i>"Leading teaching and learning in Literacy. Leading improvement, innovation and change in Literacy and development of sensory hallways."</i> LD ES1</p> <p><i>"Developing self and others - provision of professional learning to staff in PD/H/PE and Literacy. Leading improvement, innovation and change in Literacy, data analysis and internal assessment. "</i> KS Stage 3</p> <p>Three aspiring leaders were identified and targeted for involvement in High Impact Leadership program, an Operational Directorate initiative to support the growth and development of aspiring leaders.</p> <p><i>"Implementation of this project has highlighted my capacity to lead and manage teams to achieve school improvement. It has also given me direction as to where to next in my leadership development. I have learned through my the project, so far, that it is important to develop my pedagogical expertise as well as the skills needed to facilitate professional learning to build teacher understanding of effective strategies. This focus on Teaching and Learning will enable me to develop high quality teachers and teaching programs within the school. Further to this, a focus on embedding data use within the whole school framework will ensure teaching is targeted to student needs, progress of student learning is tracked over time and resources are allocated to implement these programs."</i> KS</p>	<p>Assistant Principal Network \$4328.00</p> <p>School planning (LEED project) \$8656.00</p> <p>High Impact Leadership \$8656.00</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$28 645.00	<ul style="list-style-type: none"> • Establishment of a representative Aboriginal education committee: The committee met once a term to determine a direction and priorities in Aboriginal education in the school. During these meetings, the new School Improvement Plan was consulted along with the format for NAIDOC celebrations. This provided new resources for the school community and confirmed our goal to embed Aboriginal education across the curriculum and build strong connections with the community. • Professional learning for all staff: Teachers and SLSOs engaged with professional learning to strengthen knowledge and confidence to teach Aboriginal education to all students. Professional learning included <i>Aboriginal histories and culture</i>, revisiting the <i>Turning policy into action</i> and discussions with staff about further areas for development. • Purchasing resources: The AECG provided an endorsed list of texts and resources for inclusion in the classroom book boxes. These will be purchased in 2021 to provide a richer diversity of quality texts to extend student understanding and build teacher capacity in Aboriginal education.
English language proficiency	\$47 662.00	<ul style="list-style-type: none"> • 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	\$69 696 flexible; \$123 330.00 entitlement	<p>In 2020, the Learning Support Team continued to work intensively with teaching staff to better plan for, develop and implement plans for quality 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 continued that ensured 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 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 x students, providing the necessary funding for high-level individual</p>

<p>Low level adjustment for disability</p>	<p>\$69 696 flexible; \$123 330.00 entitlement</p>	<p>supports where required.</p> <p>A series of Parent Information Sessions were planned for but unable to happen because of COVID 19 restrictions. Unfortunately, our plans for Student led conferencing were unable to happen due to COVID-19 restrictions. This will be a feature of the new School Improvement Plan.</p> <p>Extensive Student Learning Support Officer (SLSOs) professional development was undertaken in 2020 which increased the professional knowledge and skill of our team of 12 SLSOs and improved their capacity to support teaching and learning in classrooms. Formal and informal professional learning opportunities included: <i>training in managing challenging behaviours; weekly team meetings; trauma-informed practice; strategies to support students with autism; peer-mentoring and supervisor coaching.</i></p> <p>Employment of a teacher from mid term 3 until the end of term 4 with specialised skills in trauma informed practice, understanding and supporting difficult behaviour and differentiation of learning for all students. Whole school professional learning was delivered to build capacity of all staff in the above areas. Teachers were supported to create individualised learning approaches resulting in higher student engagement, increased teacher confidence and increased student attendance.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$116 491.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$116 491.00) • Low level adjustment for disability (\$55 025.00) 	<ul style="list-style-type: none"> • Employment of an Assistant Principal, Engagement, Learning and Support to build teacher capacity to manage students with complex additional learning needs. Time was made available for all classroom teachers to meet and work with Learning and Support teachers to ensure that ILPs and behaviour or health care plans were all current and reflected the current and changing needs of identified students. • Embedded processes for engaging and working with students with additional needs were established. This ensured that policies were implemented appropriately at Albury PS. • Streamlined processes for accessing information for managing students were established and communicated to all staff. This meant that teachers, students and parents were aware of the interventions and were part of the process for meeting students' needs. • In addition to shoulder to shoulder support in the classroom, the Assistant principal, Engagement, Learning and Support provided tailored professional learning to meet teacher needs. This included Trauma Informed Practice and Positive Parenting program which assisted teachers to better manage all students in their classes.
<p>Socio-economic background</p>	<p>\$45 918.00</p>	<p>The Learning and Support Team continued to support students and families experiencing</p>

Socio-economic background	\$45 918.00	<p>financial hardship, domestic violence and other challenging circumstance which impact on student wellbeing and readiness for learning.</p> <ul style="list-style-type: none"> • The highly-successful school breakfast and free fruit program, initiated in 2018, continued in 2020. 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 services where needed. • Students/families were identified and targeted for additional resources, such as laptops, hard copy teaching packs/resources, stationery packs, library books to assist with managing learning from home during and after the lock-down and closure of schools.
Support for beginning teachers	\$43 500.00	<p>All early career teachers were provided with additional release time and provided with time to meet and work with their self-identified mentor. Early career teachers reported that the additional time was necessary for them to manage the workload and to seek assistance from their mentor. All early career teachers acknowledged that they were able to learn from more experienced teachers, observe and be observed to improve their practice. Involvement in the triads and collaborating with other staff is building a culture of sharing and working with others to improve their teaching practice and time management.</p>
Targeted student support for refugees and new arrivals	\$677.00	<p>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.</p>
School Support Allocation (Prinicpal Support)	\$33 346.00	<p>Employed a Business manager: This has increased the available time for the Principal</p>

<p>School Support Allocation (Principal Support)</p>	<p>\$33 346.00</p>	<p>and Deputy Principal to work with early career teachers to mentor and coach and tailor professional learning opportunities that are appropriate and meet the immediate needs of the teachers. A Literacy team was established, chaired and directed by the Principal. This team oversaw the implementation of the new Phonics program and gathered data to create a data wall and traffic light students for intervention. The Literacy team developed a scope and sequence for Phonics and wrote structured and scripted lessons to support implementation. The team provided shoulder to shoulder teacher and SLSO support in the classroom and this was filmed to provide an ongoing resource for teachers and new staff. Student progress was dramatic and indicated a successful model of implementation for future reference.</p> <p>Streamlined and more efficient processes for "Hire of facilities" and managing contractors was developed and implemented. The Business manager established stronger links with OOSH (Albury Council) and the P&C.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	288	302	322	311
Girls	283	289	308	322

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	95.6	94.8	94.6
1	94.1	92.8	93.4	93.5
2	94	94.2	94.6	90.4
3	94.6	94.3	94.3	92.8
4	94.8	93	93.1	91.4
5	93.8	94.7	93.3	88.6
6	93.5	92.9	93	87.8
All Years	94.4	94	93.8	91.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance procedures at Albury Public School.

In 2020, we revised and implemented new attendance procedures across the school, that clearly indicate the roles and responsibilities of teachers, Assistant Principals, Deputy Principals, Principal and Home School Liaison Officer. The new *Managing attendance procedures* ensure that student attendance is monitored closely by the teacher, supports quickly put in place where necessary and days absent explained. Every 5 weeks, the Deputy Principal reviews student attendance with each Assistant Principal to record and highlight what support is occurring. As a result, overall attendance has increased to 93.9%, an improvement of 1.10%.

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)	24.28
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	361,257
Revenue	6,141,245
Appropriation	5,914,128
Sale of Goods and Services	25,236
Grants and contributions	199,898
Investment income	1,483
Other revenue	500
Expenses	-6,178,018
Employee related	-5,774,205
Operating expenses	-403,814
Surplus / deficit for the year	-36,773
Closing Balance	324,483

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.

	2020 Approved SBA (\$)
Targeted Total	380,953
Equity Total	295,105
Equity - Aboriginal	19,193
Equity - Socio-economic	37,837
Equity - Language	48,057
Equity - Disability	190,018
Base Total	4,416,844
Base - Per Capita	151,518
Base - Location	3,049
Base - Other	4,262,277
Other Total	430,977
Grand Total	5,523,879

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

All staff, teaching and non-teaching are asked to provide feedback on a number of aspects of school life, particularly following events and initiatives. During 2020, school staff were surveyed so that feedback could be used in the Situational Analysis and then to create the new School Improvement Plan. The staff responses included:

- More than half of the staff (teachers and SLSOs) wanted to improve their knowledge and implementation of phonics and literacy.
- More than half the staff wanted more opportunities for collaboration, to receive feedback on their own practice and to build the skill level of others.
- 81% of teachers reported that they set high expectations for student learning.
- 82% of teachers reported that they strive to understand the learning needs of students with special learning needs.
- 90% of teachers reported that they establish clear expectations for classroom behaviour.
- 69% of teachers reported that school leaders have helped them to create new learning opportunities for students.
- 68% of teachers reported that school leaders have supported them during stressful times.
- 78% of teachers reported that they work with school leaders to create a safe and orderly school environment.

Student responses were collected from students in Years 4, 5 and 6 during Term 3 2020. Their responses included:

- 68% of our Aboriginal students reported that they feel good about their culture when they are at school.
- 77% of our Aboriginal students reported that their teachers have a good understanding of their culture.
- 72% of all students surveyed agreed that they feel proud of their school.
- 73% of students reported that they feel accepted and valued by their peers and by others at their school.
- 83% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.
- 61% of students reported that they are interested and motivated in their learning.
- 29% of students survey reported that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the internet, however 77% of students know where to seek help if they are being bullied or see someone else being bullied.
- 74% of all students surveyed reported that they have someone at school who consistently provides encouragement and can be turned to for advice.

Parent/carer responses were collected at various times throughout the year, particularly following events and school initiatives. In 2020, this data collection included parent/carer responses to be included the Situational Analysis, created prior to the School Improvement Plan. Unfortunately, other than the P&C, the returned responses were very low, despite widespread collection points through the newsletter and online mediums. The results were as follows:

- 77.78% of respondents agreed that Albury PS actively plans for student transitions (into Kindergarten and Year 6 - 7) and clearly communicates transition activities to the school community.
- 56% of respondents agreed that every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- 72% of respondents agreed that students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.
- 61% of respondents agreed that the school plans for and monitors a whole school approach to student wellbeing and engagement through the implementation of Positive Behaviour for Learning (PBL).
- 61% of respondents agreed that the school maintains a clear and consistent focus on literacy and numeracy skill acquisition.
- 50% of respondent agreed that parents and community members have the opportunity to engage in a range of school - related activities which help build the school as a cohesive educational community. (This was very difficult due to COVID - 19 requirements and restrictions).

Two areas identified as requiring further attention are:

- Just over half of respondents disagreed that parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.
- Half of the respondents disagreed or felt that the school was still working towards technology being accessible to staff and students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.