

# 2021 Annual Report

## Albury Public School



1017

# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Albury Public School

481 David St

Albury, 2640

[www.albury-p.schools.nsw.edu.au](http://www.albury-p.schools.nsw.edu.au)

[albury-p.school@det.nsw.edu.au](mailto:albury-p.school@det.nsw.edu.au)

02 6021 3849

## School vision

Albury Public School aims to foster an inclusive learning culture where individual student needs are identified through the analysis of systemic and reliable data. Through a shared commitment to wellbeing, we will embed our practices to ensure that every student is known, valued and cared for. A strong, purposeful leadership of reflective practice will continue to sustain and grow dynamic and responsive approaches to teaching and learning to maximise student engagement for the attainment of expected growth.

## School context

Albury Public School is located on the NSW/Victorian border, on the lands of the Wiradjuri. Albury Public School is recognised as one of the oldest schools in NSW. First established in 1850, the community is proud of the history of Albury Public School. 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 a diverse and changing world. The school aims to develop students who are self-motivated lifelong learners who work both cooperatively and independently whilst striving to reach their full potential. Albury Public School fosters dynamic and responsive approaches to teaching, learning and wellbeing so that all students are known, valued and cared for.

Albury Public School, predominantly, draws from central, east and south Albury, which is now seeing a more diverse and changing community. Despite these changes, the Aboriginal and Torres Strait Islander student population remains at 3% and 10.8% of students are from an language speaking background, other than English.

The school is currently embarking on a school improvement journey informed by an in-depth situational analysis through multidimensional and interrelated focuses on student growth and attainment, wellbeing and a strong leadership of reflective practice. Student wellbeing and readiness for learning are built on Positive Behaviour for Learning (PBL), Trauma informed practice and further informed by research such as Curiosity and Powerful learning (CPL) and *What works best: 2020 update* (Centre for Education Statistics and Evaluation).

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

---

To maximise student growth and attainment in literacy and numeracy and to build strong foundations for the academic success, we will further develop and refine data driven practices that are responsive to the learning needs of all students.

### Initiatives

---

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

---

**COVID ILSP:** \$86,739.07

**Professional learning:** \$1,338.00

**Literacy and numeracy:** \$19,765.48

**Beginning teacher support:** \$0.00

**Literacy and numeracy intervention:** \$94,179.12  
: \$5,391.59

### Summary of progress

---

#### Literacy

At the beginning of 2021, the executive team analysed literacy data and identified phonics, fluency and vocabulary as focus areas for improvement for 2021. Term 1 Team meetings focused on the delivery of professional learning conducted by Assistant Principals and intervention staff to administer reading assessments and collect and analyse reliable student data to identify areas of need in reading. Baseline data was collected by all teachers, K-6 on students reading skills, using Little Learners Assessment of Reading Skills in K-2 and Dynamic Indicators of Basic Early Literacy Skills in 3-6.

Whole school staff development day was run in Term 2 in stage teams focusing on oral language and vocabulary. In Term 3, Assistant Principals delivered professional learning to present the vocabulary scope and sequence and how to explicitly teach vocabulary in Years 3-6. Stages worked collaboratively to plan and implement consistent teaching and learning programs and embed effective strategies, in line with the scope and sequence.

Through review of teaching and learning programs by executive, it was evident that the majority of teachers incorporated consistent best practice in teaching vocabulary and used collaboratively developed resources. As a result, Term 4 assessments of vocabulary indicated a 2.3% improvement from Term 1 baseline data and has accelerated our progress towards achieving our targets in Reading for 2022.

Next year in this initiative, we will work with teachers to implement teaching and learning programs in vocabulary K-2 and fluency 3-6, to address a gap in implementation. This will support further improvement in teaching practice across the school.

#### Numeracy

The Deputy Principal was identified to lead the numeracy project across the school. The numeracy team was established to analyse data to identify the specific areas for improvement and design a process for ongoing data collection and evaluation. The work of the numeracy team, in leading and sharing the analysis of school NAPLAN and Check-in assessment numeracy data, helped us to identify the next steps in the numeracy project. These included the development of processes for teaching multiplication facts, a whole school scope and sequence, review of assessment practices, re-engaging all teachers with the mathematics syllabus and engaging with research to implement evidence-based numeracy programs across the school.

Staff engaged in professional learning throughout Term 4, on quality teaching practices in numeracy, numeracy strategies, basic numeracy skills, unpacking questions and analysing NAPLAN data. In addition to the planned professional learning, identified staff participated in syllabus reboot sessions to re-engage with the mathematics syllabus and unpack the stage statements, outcomes, skills and content.

Due to the delay of initiatives in the numeracy project from Terms 2 and 3 to Term 4, some of the work will be carried

over to 2022. Next year the numeracy team will focus on working mathematically, developing a whole school scope and sequence, reviewing and implementing consistent numeracy assessments and using data to support student learning at point of need. These initiatives will support student growth and achievement in numeracy.

### **Progress towards achieving improvement measures**

---

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
All teachers use consistent and reliable assessment data to monitor student progress and achievement at point of need.	Analysis of internal assessment data and learning programs indicate all teachers collect consistent and reliable data which is used to inform adjustments and interventions for individual students.
All teachers use formative and summative assessment used to monitor student progress and achievement at point of need.	Analysis of internal assessment data and learning programs indicates that all teacher 1-6 collect reliable and consistent data which is used to inform number groups and additional interventions.
Internal assessment measures indicate an increase in the percentage of students achieving benchmark scores in vocabulary and fluency.	DIBELS data for Years 3-6 indicates the percentage of students achieving at or above benchmark in vocabulary and fluency has increased by 2.3% from baseline measure.
All staff participated in professional learning on explicitly teaching working mathematically and problem solving skills.	Delayed initiatives in Terms 2 and 3 have required some of this work to be carried over to 2022. To date, 100% of teaching staff have completed the initial phase focusing on unpacking questions and multiplicative strategies.
All staff participate in a series of professional learning on data to inform and improve practice.	100% of teachers participated in a series of professional learning delivered by CESE on data literacy with an emphases on NAPLAN numeracy data and value add.

## Strategic Direction 2: Engagement for learning

### Purpose

---

So that every student is known, valued and cared for, we will deliver a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive.

### Initiatives

---

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Engagement with learning

### Resources allocated to this strategic direction

---

**Low level adjustment for disability:** \$193,025.34

**Professional learning:** \$4,339.12

**Aboriginal background:** \$29,645.34

**Location:** \$2,744.00

**Integration funding support:** \$236,438.00

**Socio-economic background:** \$45,917.89

**Refugee Student Support:** \$676.90

**English language proficiency:** \$47,662.23

**Beginning teacher support:** \$6,000.00

### Summary of progress

---

#### Attendance

In Term 1, the Deputy Principal worked collaboratively with the Home School Liaison Officer to review, update and communicate attendance procedures to all staff. Teachers were provided with a resource pack and copies of the procedures. Throughout the year, attendance check-ins were conducted every 5 weeks to follow up and report on unexplained absences, and students with attendance rates below 90%. A whole staff development session was run in Term 2 to update staff on the procedures and clarify expectations.

Teachers were supported by the Deputy Principal and Assistant Principals, to ensure that procedures were followed, instances of irregular attendance were responded to, strategies were put in place to reengage students, including linking with external agencies and referral to the Home School Liaison Officer where appropriate. Teachers provided detailed information about the intervention and support put in place to monitor and address absenteeism.

In 2022, the executive will continue to support teachers to implement attendance procedures and complete attendance reports to ensure students with irregular attendance are supported to be at school.

#### Whole School Wellbeing

Our focus for 2021 was on embedding whole school practices to support student wellbeing and being responsive to the changing context and needs of students. Focusing on Positive Behaviour (PBL) for Learning and Choice Theory, teachers were guided to strategically utilise whole school wellbeing practices to support the behaviour, wellbeing, engagement and learning of all students. The PBL team analysed student data to identify and plan for strategies to address negative student behaviour in the playground and classrooms. In Term 2, teachers actively engaged in co-developing expectations for specific contexts and professional learning to support teachers to create effective conditions for learning. In Term 3, we collaborated with behaviour specialists to deliver whole staff professional learning in understanding student behaviour and strategies to support prosocial development. These strategies were implemented with students, by executive staff, who also built individual teacher capacity in restorative practices and the Total behaviour car.

Next year in this initiative, to support student wellbeing, we will work with all staff to refine and clarify understanding of these whole school processes. We will deliver additional professional learning on Choice Theory and the Total behaviour car. This will equip teachers to be responsive to the needs of students and better support behaviour.

### Progress towards achieving improvement measures

---

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff follow attendance procedures to address attendance issues.	All classroom teachers followed the Albury Public School attendance procedures with the support of their Assistant Principal.
All staff utilise the APS Behaviour Support Flowchart to manage all negative behaviour incidents.	88% of teachers utilised the behaviour support flowchart to appropriately manage negative behaviour across the school.
80% of students report positive wellbeing as shown in the Tell them from me survey.	Tell Them From Me data shows 86% of students reported positive wellbeing, including 90% in advocacy at school, 75% in sense of belonging and 93% in expectations of success.



## Strategic Direction 3: A reflective approach to best practice (teaching and learning)

### Purpose

---

To establish a systematic and sequenced approach to learning, we will access and analyse current research and engage in high quality targeted opportunities to improve practice. Leaders will drive a strong reflective culture that is informed by feedback.

### Initiatives

---

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- Leading

### Resources allocated to this strategic direction

---

**QTSS release:** \$116,490.60

**School support allocation (principal support):** \$33,346.07

**Beginning teacher support:** \$53,380.00

**COVID ILSP:** \$49,944.00

**Professional learning:** \$58,080.86

### Summary of progress

---

#### Explicit teaching

A focus for 2021 was the use of explicit teaching strategies to improve teaching practice and learning outcomes for students. Focusing on High Impact Professional Learning and collaboration, teachers were guided through the process of developing consistent evidence-informed practices across the school and to use formative assessment to identify individual students point of need.

A whole staff development session was run in Term 1 with a focus on explicit teaching. During this session, teachers were asked to reflect on their practice, gather evidence of their practice and identify ways for improvement. In Term 1, 2 and 3 teachers engaged in stage-based Team meeting days to work collaboratively to plan teaching and learning programs. Teachers engaged with evidence-based programs and explicit teaching strategies, including formative assessment, to ensure student learning is at the forefront of practice and that teaching practice is targeted at student need. In Term 4, beginning and early career teachers engaged in lesson studies to observe and reflect on examples of best practice. This has supported beginning and early career teachers to increase their knowledge of effective teaching and learning strategies and increased their confidence about their own practice.

Next year in this initiative, we will continue to focus on explicit teaching strategies, with a particular focus on evidence-based literacy and numeracy programs. This will support teachers to develop knowledge and understanding to implement explicit teaching practices which are evidence and researched based.

#### Leadership

In 2021, the development of leaders through professional learning to develop effective instructional leadership and coaching skills, enabled the establishment of systems for collaboration and feedback. The emphasis on collaboration facilitated professional dialogue and ensured teachers were provided with timely feedback on their practice.

The executive team participated in capacity development programs and professional learning in coaching, agile leadership and Choice Theory: Reality Therapy. This capacity building of the leadership team enabled the executive team to embed systems for effective collaboration. The Assistant Principals lead their teams to embed dynamic teaching and learning programs, review programs based on feedback, provide effective feedback to teachers on their teaching practice and provide differentiated support in the form of coaching and mentoring to staff at their point of need. The Deputy Principal lead teachers to use student assessment data to reflect on teaching effectiveness, identify areas of focus in numeracy and provide explicit differentiated learning opportunities. As a result, the executive team have the skills to coach and mentor teachers to build staff capacity and implement school improvement measures.

We will continue to build the capacity of the leadership team to ensure they have the capacity to work with staff to build

on whole school processes to collaborate, receive feedback, use data to inform teaching and learning programs and support further improvement in teaching practice across the school. The leadership team will drive a strong reflective culture that is informed by feedback.

### **Progress towards achieving improvement measures**

---

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
All teacher programs show evidence of explicit teaching strategies, including the use of learning intentions and success criteria.	Program reviews indicate all teachers utilise learning intentions and success criteria in some of their lessons.
All teachers receive targeted feedback on their teaching practice through negotiated observations.	100% of teachers participated in negotiated observations and received feedback on a self-identified area of their teaching practice.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$676.90</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Respectful collaborations between the school and the family ensured that students were able to attend school excursions and extra curricula activities. Students were well-supported as they had another point of contact to manage matters inside and outside the classroom. Teachers reported that they were well-supported and better able to manage differentiation for students with English as a second language or dialect.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuation of the model and type of support, provided through learning and support, as required. Additional and ongoing whole-school professional learning to ensure that planning, programming and reporting are all compliant and reflect the students' needs.</p>
<p>Integration funding support</p> <p>\$236,438.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albury Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around understanding complex behaviour and ASD.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers to support students to access the curriculum</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Teachers being supported to make appropriate adjustments, implement personalised programs for students and develop Individual Learning Plans</p>

<p>Integration funding support</p> <p>\$236,438.00</p>	<p>that enable all students to learn and achieve growth academically and socially. Additional programs were introduced, including Tech club for students using assistive technologies to support their learning in the classroom and access to the curriculum. This ensured equity and participation in mainstream classrooms.</p> <p>SLSOs reported a greater understanding of student behaviour and learning needs and felt more confident to support the delivery of adjustments in Individual Learning Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued employment of support staff to assist students with additional needs.</p> <p>Continue to build teacher and support staff capacity to deliver appropriate adjustments for students.</p> <p>Continuation of programs to support student participation and skills development to access the curriculum.</p> <p>Building the capacity of staff to run support programs.</p>
<p>Socio-economic background</p> <p>\$45,917.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albury Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy intervention to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities, including PSSA, intensive swimming, water awareness day</li> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff through Trauma Informed Practice to support student learning</li> <li>• employment of additional staff to support Multi Lit program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Learning and Support teachers working closely with vulnerable families to connect them with counselling, housing and other community services where needed, ensuring students attend school regularly and participate in all educational and extra-curricular opportunities. Literacy intervention teacher supported vulnerable students, individually and in small groups to develop skills early literacy skills, to enable them to access learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuation of early literacy intervention program.</p> <p>Learning and Support staff to continue to work with vulnerable families and provide support to allow equal access to education and extra-curricular activities. This will including wellbeing support, emergency lunches, uniforms, covering costs of extra-curricular activities.</p>
<p>Aboriginal background</p> <p>\$29,645.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albury Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$29,645.34</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an SLSO to create and maintain an Indigenous garden with Aboriginal student leaders.</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• purchase of quality texts to teach Aboriginal histories and cultures</li> <li>• purchasing resources to support whole school Aboriginal Education programs, including NAIDOC, Indigenous Literacy Day, Reconciliation Week</li> <li>• Nine staff participated in Aboriginal Pedagogies training to build capacity to lead Aboriginal Education in the school</li> <li>• Purchased yarnning mats for every classroom</li> <li>• Establishment of the school Reconciliation Action Planning Committee</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Teachers developing a deeper understanding and appreciation of Aboriginal histories and culture strengthening their confidence to deliver Aboriginal education to all students. Teachers worked in consultation with AECG, Aboriginal Education and Wellbeing Officer and ACLO to plan for Aboriginal education and develop stronger relationships. Aboriginal and Torres Strait Islander students reported that they felt good about their culture when they were at school and that their teachers understood their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Collaboratively develop a Reconciliation Action Plan and communicate to the school community.</p> <p>All staff to be trained in Aboriginal Pedagogies.</p> <p>Engagement with Elsa Dixon Aboriginal employment program.</p> <p>Development and implementation of literacy units for K-6 using the quality texts.</p>
<p>English language proficiency</p> <p>\$47,662.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement with learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The EAL/D teacher provided advice to classroom teachers on supporting, planning and programming for EAL/D students. The EAL/D teacher supported staff to develop their understanding of EAL/D progressions, as they relate to student reports. Reporting templates were developed in consultation with class teachers, which resulted in clearer communication with families around student learning and progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Ongoing professional learning to build staff capacity around the EAL/D progressions and support for EAL/D students.</p> <p>Continue to refine report templates for EAL/D students. Continue the model of support for students.</p>

<p>Low level adjustment for disability</p> <p>\$193,025.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Albury Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Revised documentation, including new processes for students with a Dyslexia diagnosis, developed and implemented to ensure rigorous and meaningful learning experiences in consultation with parents. Employment of an SLSO with specialised knowledge and skills in assistive technologies to coordinate student access and build staff capacity in the use of assistive technology.</p> <p>Second Deputy Principal position created to develop whole - school support packages to address support for students, attendance, wellbeing issues, counsellor referrals and the effective use of SLSOs/support staff. This has resulted in a streamlined approach and central point for teachers to access documentation and in-class support. The shoulder to shoulder support for teachers to co - develop ILPs has resulted in all students having documented adjustments and access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Refinement of the Teaching/learning package to include up to date information in line with department policy.</p> <p>Continuation of shoulder to shoulder support to develop and refine needs based ILPs. Tech club to be continued for students requiring access to assistive technologies. Further parent and staff sessions to build capacity in the use of assistive technologies in the classroom and at home.</p>
<p>Location</p> <p>\$2,744.00</p>	<p>The location funding allocation is provided to Albury Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional SLSO time to support students with additional needs at school events, including sporting events and the summer fair</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Equal opportunity for all students to participate in school events and engage with learning.</p>

<p>Location</p> <p>\$2,744.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide additional support to students as required, including learning resources, uniforms and SLSO support.</p>
<p>Professional learning</p> <p>\$65,957.98</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Albury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Wellbeing</li> <li>• Engagement with learning</li> <li>• Leading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• state office support to build teacher capacity in Teaching History and Geography.</li> <li>• full day team meeting to facilitate observation of teaching practice, provide feedback on teaching practice and to collaboratively review student data, program and plan for further student learning.</li> <li>• Assistant Principals attending professional learning to build capacity in coaching, mentoring and mastering agile leadership.</li> <li>• Principal, Deputy Principal and Assistant Principal attending Basic Intensive Choice Theory training to build capacity, knowledge and understanding of managing staff and student behaviour.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased knowledge and understanding of school executive to lead and manage teams to deliver the strategic directions of the Strategic Improvement Plan. Building systems and structures for effective collaboration amongst teachers and executive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of whole day team meetings to facilitation lesson observations, feedback, collaborative stage planning and reflection. Whole staff professional learning in Choice Theory, including the total behaviour car.</p>
<p>Beginning teacher support</p> <p>\$59,380.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Albury Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Engagement with learning</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• purchasing resources, including Habits of Highly Effective Teacher and the beginning teachers' companion</li> <li>• external professional learning in Habits of Highly Effective Teachers</li> <li>• professional learning network for beginning and early career teachers established within the school. Professional learning delivered through this network, including understanding the Strategic Improvement Plan, applying for positions and induction processes</li> <li>• professional learning through observations and working with identified</li> </ul>

<p>Beginning teacher support</p> <p>\$59,380.00</p>	<p>expert teachers</p> <ul style="list-style-type: none"> <li>• online professional learning on behaviour management</li> </ul> <p><b>The allocation of this funding has resulted in:</b> capacity building of beginning and early career teachers to develop best-practice in teaching and learning, strategies to support student learning, behaviour management and achieve accreditation at proficient teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of the beginning and early career teacher network. Professional learning opportunities to build capacity. Coaching and mentoring for all beginning and early career teachers.</p>
<p>School support allocation (principal support)</p> <p>\$33,346.07</p>	<p>School support allocation funding is provided to support the principal at Albury Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional SASS staff to support organisation and access to learning during lock down periods, organise SRE and SEE, support SASS staff and the school librarian</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased time for the Principal and Deputy Teacher 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. Streamlined and more efficient administrative systems, structures and processes for ongoing school improvement and professional effectiveness of all school members.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ addition SASS Staff.</p>
<p>Literacy and numeracy</p> <p>\$19,765.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Albury Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in syllabus reboot sessions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of online literacy and numeracy subscriptions supported student learning during the learning from home period and supported learning at school for individual students. Staff were released to engage in syllabus reboot sessions, internal professional learning on vocabulary and the administration of the DIBELS</p>



<p>Literacy and numeracy</p> <p>\$19,765.48</p>	<p>assessment for reading comprehension. These sessions built teacher capacity in teaching and assessing reading and numeracy across the school and supported the development of consistent approaches to teaching and learning across the school.</p> <p>Purchasing of quality texts supported the delivery consistent approaches to teaching reading vocabulary, oral language and reading comprehension. Purchasing of decodable readers supported the next phase of implementation of explicit synthetic phonics across K-2 and provided resources to extend the program into 3-6 and intervention programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Purchasing of additional decodable readers to ensure adequate resourcing for Stage 1.</p> <p>Development of a whole school mathematics scope and sequence.</p> <p>Purchasing numeracy resources to support implementation of the new scope and sequence.</p> <p>Additional syllabus reboot sessions, with a focus on the new K-2 English and mathematics syllabus.</p> <p>Whole staff review and feedback to NESA on Draft 3-6 English and mathematics syllabuses (when available).</p> <p>Extension of explicit teaching of vocabulary in K-2.</p>
<p>QTSS release</p> <p>\$116,490.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albury Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs and student wellbeing</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• employment of second Deputy Principal to build teacher capacity to manage students with complex additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Streamlining the processes of support and engagement across the school and engaging with external providers to ensure all students receive academic, social and wellbeing support, as required. Embedding these practices across the school and developing procedures to ensure sustainability of support model.</p> <p>Smaller class sizes to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to tailoring learning to student needs.</p> <p>Principal support to manage administration tasks, ensure compliance and effective running of the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Employment of an Assistant Principal Administration (budget depending)</p> <p>Employment of SASS staff to improve customer service</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Albury Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of additional SLSOs to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted literacy and numeracy intervention for students working below stage level in Early Stage 1 and Stage 1. The development of K-2 scope and sequences for handwriting, phonics and phonemic awareness. The development of resources for Early Stage 1 and Stage 1 to support the teaching of phonics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to review, update and streamline whole school literacy and numeracy programs, scope and sequences, assessment and teaching practice. This program will discontinue in 2022 with the extension of the COVID ILSP and introduction of the Assistant Principal, Curriculum and Instruction. The AP, C&amp; I will initiate improvement in teaching, learning and classroom practice to build teacher capacity to support students in the classroom.</p>
<p>COVID ILSP</p> <p>\$136,683.07</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to analyse data and deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in reading and numeracy for Stage 2 and 3.</li> <li>• providing intensive small group tuition for identified students requiring additional support in reading and increase the opportunities for one-on-one support in number groups</li> <li>• employing/releasing staff to coordinate the program</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b> consistent tracking of student achievement in reading and number across Years 3-6. Small group intervention provided for students tracking red or yellow in these areas to support skill development and growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the model of support and extend it into Stage 1 to support all students impacted by COVID and lockdowns in 2021. To train additional SLSOs in supporting small groups in Phonics to build sustainability beyond the ILSP funding.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	302	322	311	307
Girls	289	308	322	301

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	94.8	94.6	93.8
1	92.8	93.4	93.5	93.2
2	94.2	94.6	90.4	94.5
3	94.3	94.3	92.8	92.8
4	93	93.1	91.4	94.1
5	94.7	93.3	88.6	92.9
6	92.9	93	87.8	91.8
All Years	94	93.8	91.3	93.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	23.13
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	324,483
<b>Revenue</b>	6,193,185
Appropriation	5,976,443
Sale of Goods and Services	33,527
Grants and contributions	181,837
Investment income	377
Other revenue	1,000
<b>Expenses</b>	-6,459,582
Employee related	-5,781,516
Operating expenses	-678,066
<b>Surplus / deficit for the year</b>	-266,397
<b>Closing Balance</b>	58,086

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	237,115
<b>Equity Total</b>	315,251
Equity - Aboriginal	28,645
Equity - Socio-economic	45,918
Equity - Language	47,662
Equity - Disability	193,025
<b>Base Total</b>	4,340,668
Base - Per Capita	156,045
Base - Location	2,744
Base - Other	4,181,879
<b>Other Total</b>	484,076
<b>Grand Total</b>	5,377,110

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](https://myschool.edu.au) to access the school data.



## 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 the introduction of a new initiative or change to routine. During 2021, staff completed the *Tell Them From Me* surveys and their responses included:

- 81% of teachers reported that they work with school leaders to create a safe and orderly school environment
- 85% reported that they work with colleagues to discuss learning problems of particular students
- 84% of teachers reported that they work collaboratively with others to develop and implement assessment strategies
- 86% of teachers reported that they set high expectations for student learning
- 85% reported that they feel confident using assessments to understand where students are requiring further support and use these to inform future planning
- 81% are confident that they provide feedback to their students to increase learning

Scores were lowest in the Tell Them From Me Teacher survey in questions relating to the use of technology to support student learning of new concepts and the organisation and presentation of subject matter in class learning. This will continue to be a focus for next year's staff professional learning.

Student responses were collected from students in Years 4, 5 and 6 in Term 3 2021. Their responses included:

- 75% of students reported that they feel accepted and valued by their peers and by others at their school
- 86% report that they do not get in trouble at school for disruptive or inappropriate behaviour
- 79% of students reported that they feel they have someone at school who consistently provides encouragement and can be turned to for advice
- 68% of students report that they understand there are clear rules and expectations for classroom behaviour
- 82% of students report that school staff emphasise academic skills and hold high expectations for all students to succeed
- 61% of our Aboriginal students report that they feel good about their culture when they are at school
- 67% of Aboriginal students report that their teachers have a good understanding of their culture

This is an area for further staff development for 2022 - 2023

Parent/carers responses were collected at various times throughout the year, particularly following the implementation of new school initiatives and events. Despite the low number of responses to surveys, P&C meetings remain a constant avenue for ongoing feedback. The 2021 Parent satisfaction survey asked parents/carers to rate their satisfaction on a variety of parameters and to describe their experience with the school. Parents and carers were asked to rate their satisfaction out of 5, with 1 being very dissatisfied and 5 being very satisfied. 47 parents/carers responded to the survey and the average score for each area aligned to the school strategic directions were as follows:

### **Strategic Direction 1-Student growth and attainment**

- 3.72- Positive Behaviour for Learning (PBL)
- 4.13- Your child is treated fairly and with respect
- 3.81- Students help each other
- 3.66- Students respect each other
- 3.45- Your child can access programs and support at school to get help with school work
- 3.74- Lunchtime opportunities

### **Strategic Direction 2-Engagement for learning**

- 3.87- My child is learning what they need to know
- 3.81- My child finds school work stimulating
- 4.04- Your child is motivated by the teachers

### **Strategic Direction 3- A reflective approach to best practice**

- 3.54- I am consulted about my child's learning
- 3.89- Your child is given feedback by the teachers
- 3.53- Your child finds school work challenging

In 2022, further clarification will be sought from the P&C to support decision making and future planning in these areas.

# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

---

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

## Multicultural Education Policy

---

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