

2022 Annual Report

Albury Public School



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Introduction

The Annual Report for 2022 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.

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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	2022 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing

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.

- Numeracy
- Literacy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$80,304.40

Professional learning: \$21,259.00

Summary of progress

Literacy

The Focus is to ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. Based on teacher feedback at the beginning of 2022, the executive team analysed whole school spelling data and identified a need to review spelling programs and procedures across the school. Term 1 staff meetings focused on the delivery of professional learning facilitated by the Assistant Principal, Curriculum and Instruction, including the department's *Focus on Creating Texts- Module 3 - Focus on Spelling* online professional learning. All class teachers Years 1-6 administered the department's *Diagnostic Spelling Assessment Trial* with all students, to collect baseline data on students' spelling skills. The data was collected and analysed to identify areas of need in spelling. In Term 2, the Assistant Principal, Curriculum and Instruction engaged with research in *Triple Word Form Theory* and evidence-based programs in spelling. Following consultation with the school leadership team whole school procedures and a whole school scope and sequence were developed. Whole staff professional learning was run with a focus on sharing, refining and continuing to develop these procedures and resources with all staff. During team meeting days, Assistant Principals worked with their stage teams to plan and implement consistent teaching and learning programs and embed effective strategies and resources, in line with the procedures and scope and sequence.

Throughout Term 3, the Assistant Principal, Curriculum and Instruction modelled lessons of best practice in spelling. Teams used recorded spelling lessons and lesson plans as a stimulus for conversation and reflection about their own practice and implementation of revised spelling procedures. Teachers identified what they were already doing, reflected on how they could further develop their spelling programs and utilise effective teaching strategies.

As a result, teaching and learning programs indicated that only beginning and early career teachers in Years 3-6 were implementing professional learning and spelling procedures which supported the enhancement of consistent best practice in teaching spelling and further professional learning is required for all teachers.

Next year in literacy, all teachers will engage with the new English syllabus K-10. K-2 teachers will enact the new English syllabus to deliver teaching and learning programs that lay strong foundations for students. We will continue to work further with all teachers to embed a consistent understanding of best practice in spelling instruction across the school.

Numeracy

In 2022 the focus of the Numeracy initiative, was to ensure that effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. The Deputy Principal and Assistant Principal, Curriculum and Instruction worked with the Capability Building Advisor through the LEED Project to enhance skills in data collection, analysis and reflection through the use of internal and external assessment data. In Term 2, the Deputy Principal conducted a whole staff development session on accessing, extrapolating and analysing SCOUT data. In Term 3, the Assistant Principal, Curriculum and Instruction worked with the Stage Assistant Principals to implement the PAT Maths assessment to track student growth and achievement across Years 1-6. A whole staff professional development session on the *Teaching and Learning Cycle* was conducted and teachers had the opportunity to put their data skills into practice, analysing PAT Maths data and plan for future teaching and learning, ensuring it is targeted at student needs.

As a result, teachers are continuing to develop and refine their skills to clearly and accurately analyse student progress and achievement data to inform planning.

In 2023 we will endeavour to further continue to refine consistency in school wide use of data in planning. A whole school assessment schedule and data procedures will support teachers to understand and implement a full range of assessment strategies and to develop learning goals informed by the analysis of internal and external student progress and achievement data.

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
57% of students in the top 2 bands (or above) in reading.	2022 NAPLAN results 47.09% of students achieved top 2 bands in reading, indicating the school did not achieve the system negotiated target.
52% of students in the top 2 bands (or above) in Numeracy.	2022 NAPLAN results 40.8% of students achieved top 2 bands in reading, indicating the school did not achieve the system negotiated target.
66% of students achieving expected growth in Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
65% of students achieving expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Location: \$2,570.81

Integration funding support: \$412,857.00

Aboriginal background: \$20,584.00

Socio-economic background: \$48,237.09

English language proficiency: \$40,586.93

Low level adjustment for disability: \$185,735.80

AP Curriculum & Instruction: \$25,095.20

Summary of progress

Wellbeing

In 2022 the focus of the initiative was to embed and continue to refine a comprehensive and integrated whole-school strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in the context of quality teaching and learning. This was done by reviewing current procedures and initiatives for rewarding, managing and supporting student behaviour. Following extensive consultation, the Positive Behaviour for Learning (PBL) committee refined school behaviour expectations to produce a whole school matrix. Extensive professional learning in reality therapy conversations and behaviour strategies, including a balanced awareness in behaviour which utilised the Total Behaviour car (Choice Theory, Reality Therapy), enabled staff to support students to adjust their behaviour to become balanced and build awareness. This supported the acknowledgment of positive behaviour of students across the school. Celebration days were scheduled throughout the year and included a summer fair at the end of 2022.

Student behaviour data and anecdotal observations demonstrated that awareness of the consequences of behaviour choices (and alternate behaviour choices) and the reset room have had a positive impact on student behaviour. A reduction in suspensions and number of students attending the reset room are evidence of the success of this initiative.

Following consultation about PBL signage across the school the decision was made to incorporate *Wiradjuri* language and symbols. This initiative will continue into 2023 as the PBL committee consult with the Aboriginal Education Committee, local Aboriginal Education Consultative Groups and local Elders.

In 2023 we will endeavour to update resources and processes, including the PBL flowchart and major and minor behaviours to align to the new *Inclusive, Engaging and Respectful Schools Policy*. The committee will also consult with staff to develop targeting intervention for top tier students.

Engagement with Learning

In this initiative, we implemented evidence-based practices across the school to deliver consistent wellbeing and engagement supports for student learning. In 2022, the focus of the initiative was to identify and better support students with a specific diagnosis. The staff was supported to differentiate learning and provide adjustments through personalised support plans. Professional learning was targeted to teachers of students who require assistive technology, to enable them to better cater to the individual learning needs of these students. 'Tech Club' was delivered to students requiring access to assistive technologies to enable them to access the curriculum at the same level as their peers. Information regarding the adjustments and protocols to support individual students was disseminated to all staff responsible for teaching students requiring access to these supports to ensure that these students are adequately supported in their learning. This planning and support has resulted in students developing confidence and abilities to access and utilise assistive technologies to access learning in the classroom, including Talk-to-Text, Immersive reader and C-pens.

All teaching staff and most SLSOs completed *8 ways Aboriginal pedagogies* training. Classroom teachers utilised the

learning in their programming to deliver learning experiences that incorporate Aboriginal pedagogies. Teachers have increased confidence in understanding how to embed Aboriginal education resulting in First Nation's students and their families reporting that they felt good about their culture when they were at school and that their teachers understood their cultures.

In 2023, we will continue to provide individualised adjustments to support student learning through individualised learning plans and 'Tech Club'. Teachers will be supported to further develop their knowledge and understanding of adjustments to support students with specific learning needs. *8 ways Aboriginal pedagogies* will continue to be embedded into teaching practice across the curriculum and consultation with the community will identify further steps to continue to build a culturally safe school.

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
Proportion of students attending >90% of the time is 89%.	The proportion of students attending >90% of the time is 59.28%.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 90%.	The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School is 86.03%.

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

Professional learning: \$23,485.73

AP Curriculum & Instruction: \$75,285.60

QTSS release: \$118,253.71

Beginning teacher support: \$19,894.00

Per capita: \$153,629.25

Summary of progress

Explicit teaching

In 2022 the school maintained a strong focus on the research in *What Works Best*, specifically in the area of explicit teaching. A survey of teaching staff revealed that understanding about the principles of explicit teaching, and the confidence to explicitly teach aspects of the curriculum, had declined since 2019. The Assistant Principal, Curriculum and Instruction delivered whole staff professional learning on explicit teaching in Terms 2 and 3. During these sessions, teachers explored the principles of explicit teaching, reflected on their own practice and provided feedback to refine the whole school *Explicit Instructional Model*. The executive team utilised this feedback to review and refine programming and feedback documents used across the school. Teachers and executive use the *Explicit Instructional Model* to plan, program, provide feedback, review programs and reflect on their teaching practice.

Throughout the year, the Assistant Principals, Curriculum and Instruction supported individual teachers to plan, program and deliver lessons using the Explicit Instructional Model. They delivered and recorded modelled lessons in spelling, writing and numeracy for teachers to observe during lesson studies and reflect on how they would apply strategies observed into their own teaching practice.

In 2023 we will endeavour to continue the development of a library of recorded lessons demonstrating explicit content delivery across key learning areas to support teacher professional development. We will also work to consistently embed formative assessment strategies into teaching practice. The Assistant Principals, Curriculum and Instruction will support teachers to develop a repertoire of formative assessment strategies and implement them flexibly in their classrooms.

Leading

In 2022 the focus of this initiative was leading evidence-based teaching, engaging with the new syllabuses and coaching and mentoring for staff. The executive team worked collaboratively to review literacy and numeracy programs across the school to ensure they align to research and evidence-based practices. The Assistant Principals, Curriculum and Instruction supported the implementation and embedding of programs in spelling, phonics, reading and number. By delivering modelled lessons demonstrating best practice and working shoulder-to-shoulder with teachers they built capabilities of individual teachers and teams to deliver quality programs. Throughout the year, staff engaged with the new English and mathematics syllabuses and shared collaborative feedback on these documents as part of NESA's 'Have your say' period. The professional learning delivered on *Curriculum Reform* and the new syllabus documents have expanded teachers' understandings of why curriculum reform is important, the evidence base behind the changes and what this will look like in teaching practice.

In 2023, we will enact the implementation of the K-2 English and mathematics syllabuses and provide shoulder-to-shoulder support and mentoring for teachers. All teachers will engage with the new 3-6 English and mathematics syllabuses in preparation for 2024 implementations. The leadership team will work with the Albury/Hume Professional Learning Community to collaboratively deliver targeted professional learning in evidence-based best practice in teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In accordance with the School Excellence Framework, the school is Sustaining and Growing in the element of Effective Classroom Practice.	The 2022 Self-assessment against the School Excellence Framework identifies that the school is Sustaining and Growing in the element of Effective Classroom Practice.
In accordance with the School Excellence Framework, the school is Sustaining and Growing in the element of Learning and Development.	The 2022 Self-assessment against the School Excellence Framework identifies that the school is Sustaining and Growing in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Regular communication and partnerships with families and the school has ensured that students were supported at point of need and teachers were better equipped to differentiate the learning and further school experiences. Families and students were better supported to understand schooling in NSW and the many resources available for access by the students and families. EAL/D teacher was able to provide translation documents and services to increase participation of students and families in education and community.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the model and type of support will be provided by the school, as required. Additional training and development of EAL/D teacher to ensure most current and relevant professional support is provided to classroom teachers and the students, driven by changing and emerging student need.</p>
<p>Integration funding support</p> <p>\$412,857.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • consultation with external providers for the implementation of IER policy • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release for targeted professional learning in Choice Theory and implementing the Total Behaviour Car conversations. <p>The allocation of this funding has resulted in the following impact: Additional behaviour support training was provided for new and early career teachers to give them greater understanding of "antecedent" (proceeding) behaviours and how to manage these behaviours so that they do not escalate. Following this training and shoulder to shoulder support,</p>

<p>Integration funding support</p> <p>\$412,857.00</p>	<p>classroom teachers were better able to identify behaviours earlier, implementing proactive and prosocial teaching plans and strategies. Behaviour Management Plans (BMPs) were completed and implemented with greater confidence, modified when required in a timely manner. This ensured that funded students were participating equally in mainstream classrooms.</p> <p>SLSOs completed a TAFE literacy course and can now tutor students with Learning Support Plans, focusing on literacy. This ensures that targeted interventions are delivered to enable classroom participation.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of support staff for students with additional needs to continue the support, participation and skill development of all students and enabling access to curriculum. Continue to build staff capacity through targeted professional learning, in line with the student needs.</p>
<p>Socio-economic background</p> <p>\$48,237.09</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to utilise NAPLAN data to plan for any necessary learning interventions. • employment of additional staff to support tech club program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Assistant Principals, leadership and Learning and Support team worked closely with vulnerable families to connect them with counselling, housing and other community services when needed to ensure that students attend school and are ready to participate and access the curriculum. Literacy intervention teachers and tutors supported vulnerable students in small groups to develop skills in early literacy so that they could access learning across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continuation of early literacy intervention programs. Senior executive and the Learning and Support team will continue to work with vulnerable families and key community stakeholders to ensure appropriate wellbeing support is delivered. This will also include wellbeing support at school, emergency lunches, uniforms, the cost of extra-curricular activities.</p>
<p>Aboriginal background</p> <p>\$21,484.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$21,484.00</p>	<ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: All teaching staff and most SLSOs completed "8 ways Aboriginal pedagogies" training. Classroom teachers are embedding the training into class programs and teaching experiences. Teachers have increased confidence in understanding how to embed Aboriginal education in programming and planning. Aboriginal and Torres Strait Islander students and their families reported that they felt good about their culture when they were at school and that their teachers understood their cultures.</p> <p>After evaluation, the next steps to support our students will be: Engagement with Elsa Dixon Aboriginal employment program. Complete planting of Aboriginal garden, signage in language to be displayed around the school. Further development and implementation of the literacy units for K - 6 using Aboriginal quality texts. Expand implementation of "8 ways Aboriginal pedagogies" across all teaching programs in all KLAs.</p>
<p>English language proficiency</p> <p>\$40,586.93</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The EAL/D teacher provided advice to classroom teachers so that they better support, plan and program for EAL/D students. This included building staff capacity in the EAL/D progressions, as they relate to student reports. Clearer communication with families through reporting templates that better explained student learning and progress, were consulted and implemented. The reporting process was also provided in community language to ensure effective communication between school and home.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning to build staff capacity on EAL/D progressions. Continue to refine report templates and communication with families, utilising outside providers when available and appropriate. Continue the model of support for students.</p>
<p>Low level adjustment for disability</p> <p>\$187,735.80</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement with learning

<p>Low level adjustment for disability</p> <p>\$187,735.80</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST and interventionist teacher • 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 <p>The allocation of this funding has resulted in the following impact: All classroom teachers were provided with a Teaching/Learning package, developed and implemented to ensure that all support documentation is in a central learning hub. Teachers are better equipped to seek support to manage identified learning needs and students receive timely support and interventions. Employment of an SLSO with specialist knowledge and skills in assistive technologies to coordinate student access and build staff capacity in the use of assistive technology. These have resulted in a streamlined approach and central point for teachers to access information to support students. The shoulder to shoulder support for teachers to co-develop ILPs has resulted in all students having documented adjustments, including PLPs, ILPs and Dyslexia support plans and access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Refinement of the Teaching/Learning package to include changes in the IER policy. Continuation of shoulder to shoulder support to develop and build staff capacity in writing and implementing ILPs. Tech club to be continued for students who require access to assistive technologies. Further staff development in the use of assistive technologies in the classroom. Further parent/carer guidance and learning in the use of assistive technologies in the classroom to access the curriculum.</p>
<p>Location</p> <p>\$2,570.81</p>	<p>The location funding allocation is provided to Albury Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Engagement with learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: By providing at risk students with economic support to attend school (uniforms, book packs, breakfast/lunch and other equipment and educational items), students were able to participate in all curriculum and other aspects of schooling equally. Students with additional needs were supported by SLSOs to ensure participation at sporting events and the summer fair as well as planned excursions and camps.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional support to students, as required, including learning resources, uniforms, excursion funding and SLSO support.</p>

<p>Professional learning</p> <p>\$44,744.73</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • full day team meetings to facilitate observations of teaching practice, to provide feedback on teaching practice and to collaboratively review student data, program and plan for further student learning. • Assistant Principals attend the Middle Leaders Conference to build capacity in coaching, mentoring and the dynamics of leading a successful team. • Executive attended Art of Leadership and Choice Theory masterclass to build capacity, knowledge and understanding of managing staff and student behaviour. <p>The allocation of this funding has resulted in the following impact: Staff were released to engage with syllabus reboot sessions, internal professional learning on spelling, vocabulary and the administration of DIBELS assessment for reading comprehension and to realign the numeracy scope and sequence. Further professional learning in data literacy, and the development of an assessment schedule, ensured a practical and thorough approach to collecting and analysing student data. These sessions built teacher capacity in teaching, assessing, reading and numeracy and supported the development of consistent approaches to teaching literacy and numeracy, K - 6.</p> <p>After evaluation, the next steps to support our students will be: Development and implementation of a whole school mathematics scope and sequence and purchasing of additional numeracy resources to support implementation of the new K - 2 mathematics syllabus and scope and sequence. Additional syllabus reboot sessions, with a focus on the new K - 2 English and mathematics syllabuses. Further understanding and refinement of spelling procedures, K - 6.</p>
<p>QTSS release</p> <p>\$118,253.71</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Leading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: An additional Assistant Principal position was established to support the Principal and Deputy Principal to manage administration tasks, ensure compliance and effective programs and initiatives in student wellbeing and support. The Assistant Principal, Administration streamlined processes and</p>

<p>QTSS release</p> <p>\$118,253.71</p>	<p>through the creation of the Teaching and Learning package which brought together all documentation required to support the effective implementation of student adjustments to learning and protocols for contacting outside providers. This established clearer guidelines for supporting students and a streamlined, holistic approach of wrap around support for students with additional learning and behaviour needs. Classroom teachers were supported in developing professional knowledge, skills and confidence to systematically record student student learning and support needs and to capture, analyse and interpret student engagement, growth and outcomes to inform the learning of each student.</p> <p>The Assistant Principal, Administration modelled lessons for teachers in key initiatives and supported the implementation of phonics and numeracy instruction, resulting in a greater understanding of the implementation of these initiatives and more effective curriculum delivery.</p> <p>After evaluation, the next steps to support our students will be: To build the capacity of the executive team and aspiring leaders so that a collaborative approach to school planning and improvement is in place, with shared responsibility for initiatives.</p>
<p>COVID ILSP</p> <p>\$109,346.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for students requiring additional support (red/yellow groups) in literacy/numeracy • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Consistent tracking of student achievement in reading and number across Years 1 - 6. Small group intervention provided for students tracking red or yellow in these areas to support skill development and growth. Additional Number groups created in Stage 1 to provide additional targeted support for "red" and "yellow" students. Analysis of student assessment data from DIBELS, PAT Maths, Check-in assessments and NAPLAN, and other internal measures, were used to identify targeted students for intervention and plan for future areas of focus. To facilitate sustainability beyond the funding, SLSOs have been trained to deliver small group and in-class intervention programs at point of need.</p> <p>After evaluation, the next steps to support our students will be: To continue the model of support, focusing on Stage 1. To continue to support SLSOs to deliver small group intervention in the classroom as required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	322	311	307	306
Girls	308	322	301	301

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.6	93.8	89.2
1	93.4	93.5	93.2	90.4
2	94.6	90.4	94.5	89.7
3	94.3	92.8	92.8	89.8
4	93.1	91.4	94.1	89.1
5	93.3	88.6	92.9	87.9
6	93.0	87.8	91.8	88.5
All Years	93.8	91.3	93.3	89.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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

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

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

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	23.12
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	40,407
Revenue	6,386,989
Appropriation	6,047,493
Sale of Goods and Services	21,286
Grants and contributions	315,634
Investment income	2,176
Other revenue	400
Expenses	-5,957,593
Employee related	-5,328,991
Operating expenses	-628,602
Surplus / deficit for the year	429,396
Closing Balance	469,804

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.

	2022 SBAR Adjustments (\$)
Targeted Total	333,135
Equity Total	298,044
Equity - Aboriginal	21,484
Equity - Socio-economic	48,237
Equity - Language	40,587
Equity - Disability	187,736
Base Total	4,409,581
Base - Per Capita	153,629
Base - Location	2,571
Base - Other	4,253,380
Other Total	581,256
Grand Total	5,622,015

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.

Parent/caregiver, student, teacher satisfaction

Albury Public School undertook the Tell Them From Me "Partners in Learning" parent survey in 2022. Particular areas of strength included parents feeling welcome and the school supporting learning and positive behaviour.

The school leadership team has considered the results and is committed to focusing on increasing the methods of communication between home and school through the further implementation of a whole school communication and engagement plan in 2023. By increasing parental and community engagement it is anticipated that this will support students to report increased inclusiveness and parents feel more informed.

Students also completed the Tell Them From Me survey in 2022 which indicated a number of positives. The school average was in line with NSW Government norm in relation to key areas related to positive teacher-student relations and academic buoyancy. It is pleasing to note that 76% of students, on average, have the skills to overcome setbacks and challenges that are typical of the ordinary course of school life, at a higher rate than their peers across the state. Students who are victims of bullying are significantly less than the NSW Government school norm.

Areas to focus on moving forward include increasing the sense of belonging felt by 30% of students. There are a number of activities planned in 2023 as part of Strategic Direction 2 - Engagement for Learning to address the priority area of students feeling accepted and valued by their peers and others at school.

Staff feedback from the "People Matter" employment survey indicated continued strength in the following areas - job purpose, the importance of working together to achieve our goals and job satisfaction. 86% of staff reported that they felt confident to report risks to their managers. The most improved area from 2021 related to a 29% improvement in questions related to having the tools and technology to do my job well. This data indicates success around the improved access to technology and high impact professional learning implemented in 2022.

Moving forward, there will be a focus in 2023 on increasing opportunities for collaboration which was an area the staff indicated they wanted more time for. Building staff morale through shared activities will be a priority in 2023. The Tell Them From Me teacher survey indicated specific areas for collaboration, including feedback about their teaching; discussing their learning goals; collaboration on student learning goals and opportunities for co - construction of learning opportunities.

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.