2023 Annual Report

Albury Public School

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Introduction

The Annual Report for 2023 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. The Aboriginal and/or Torres Strait Islander student population is 5% and students from a language speaking background other than English is 11%.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: 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
Professional learning
Per capita
Location
Beginning teacher support

Summary of progress

Numeracy

The focus for Numeracy 2023 was to develop effective strategies and processes for data analysis and reflection of formative assessment practices. Learning forums provided opportunities for K-6 teachers to engage in mathematical pedagogy around communicating, problem-solving, fluency, reasoning, and understanding with a focus on K-2 Curriculum reform. A staggered and developmental framework of professional learning during Staff and Team meetings provided teachers with knowledge about data literacy, data analysis and data use in mathematics.

As a result, we gained a consistent approach to mathematical assessments that adhered to the whole school assessment schedule in their use of formative and summative assessments. Teachers used pre and post-assessments and explored aspects of *Interview for student Reasoning* assessment, Progressive Achievement Tests (PAT) Maths and Department of Education check-in assessments to triangulate data.

In 2024, the focus will be on maintaining a consistent and timely approach to all mathematical assessments using a range of formative and summative processes by streamlining the assessment process with a clear timeline and overview of what assessments to complete according to the maths scope and sequence.

The next step is to build teacher capacity to meet mathematical outcomes through professional learning opportunities to engage with the new 3-6 curriculum units and continue to work mathematically.

A shared school vision and communication protocol will be established with parents and community around the significance of reasoning, the purpose of numeracy and how the content and lessons are delivered in the classroom. The results in the Number and Algebra component of maths will be identified using the Numeracy Progressions. Student growth and improvement measures will be recorded by developing a whole school Numeracy data wall.

Literacy

The focus for 2023 was to embed and develop effective strategies and processes for data analysis around explicit instruction and reading practices in response to curriculum reform. Ongoing professional learning opportunities built collective efficacy and developed teacher capabilities around data literacy, data analysis and effective timeline data use for all staff. Teachers engaged with the Reading Rubric during stage team meetings using Lynn Sharratt's research *Putting Faces to Data*. Students' faces were placed on the reading data wall to indicate student growth. Teachers engaged in professional research and shared collective knowledge and dialogue around best practices in reading.

As a result, teachers used dtata analysis from Little Learners Love Literacy, Dynamic Indicators of Basic Literacy Skills (DIBELS), formative assessments during instructional reading lessons and fluency assessment devices to engage in the reading rubric and place students on the reading data wall using triangulated data from these multiple sources.

In 2024, the focus will be to build the capacity of all stage 2 and 3 teachers to improve the delivery of focused instructional reading using the concepts of English, K-6 English syllabus outcomes and Literacy Progressions Version 3.

This will allow students to grow and move into higher proficiency reading bands.

The next step will be collaboratively developing a Bump it Up data Writing Wall (consistent with the current whole school Reading Rubric) to map student improvement measures across K-6. Teachers will engage in consistent teacher judgement focus groups to identify students' needs and improvement measures in creating written texts.

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
An increased proportion of students in year 3 and year 5 can demonstrate numeracy growth and achievements in the 12 month period from Term 3 2022 to Term 3 2023, using PAT as a key data point.	PAT testing indicates an increase in the proportion of students achieving growth in numeracy demonstrating an average growth across years 3 and 5 of 60%.
An increased proportion of students in stage 2 are able to demonstrate growth and achievement in Reading over the year, using the Reading Rubric.	An increased proportion of students in stage 2 can demonstrate growth and achievement in Reading over the year, using the Reading Rubric to triangulate multiple data sources, such as check-in assessments, fluency assessment tools, DIBELS and teacher classroom observations.

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
- Trauma Informed Practice
- Aboriginal Histories and Culture

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability
QTSS release
Per capita
Aboriginal background

Summary of progress

Wellbeing

The focus in 2023 was to support teachers through the process of reporting behaviour data in SENTRAL management system. Devising a consistent and accurate system has resulted in the Positive Behaviour for Learning Team and Learning Support Team accessing wellbeing reports and data to support the classroom teachers, students parents and caregivers to develop SMART goals and lessons targeted at students' behaviour needs. A comprehensive and integrated whole-school approach supported the cognitive, emotional, social, physical and spiritual wellbeing of students in the context of a quality teaching and learning environment. Improved sustainable practices for collecting and analysing wellbeing has led to inclusive practices for Albury Public School students.

In 2024 the focus will be to establish an Attendance committee and ensure that procedures are in line with the new policy. We will implement a whole - school Attendance reward system and continually promote the importance of regular school attendance.

The staff will collaborate to update the PBL flowchart to reflect the new student Behaviour policy and to ensure that all staff understand the policy and revised procedures for managing students. We will continue to develop staff capacity for managing student behaviour and setting up classrooms for student success.

Engagement with learning

The focus in 2023 was to implement and embed evidence - based practices across the school and deliver consistent wellbeing and engagement practices to support student learning. Teachers initiated 3 way discussions where students are active participants in the learning process by setting personal learning goals to improve their learning and achievement. Expectations of classroom and playground behaviour were co-developed with students, staff and the community. Plans and adjustments were explicitly, consistently and supportively applied across the school. This resulted in all stakeholders supporting learning with a shared and responsive approach to engagement with learning for all students.

Trauma Informed Practice

The focus in 2023 was to investigate a trauma informed professional learning model. With the release of the Restrictive Practices Framework 2022, Albury Public School staff engaged in professional learning around identifying characteristics of trauma and how to use different levels of decision-making in schools, from planning for individual needs to considering systemic requirements, such as reviewing school-wide procedures and how to use their school environment to best meet the needs of their students.

In 2024, the focus will be to revisit the Centre for Education Statistics and Evaluation 2020 Trauma-informed Practice in

Schools: The team from the Learning Support Directorate will lead Albury Public School staff in the research and explainer discussion guide around Trauma informed practices.

Aboriginal Histories and Culture

The focus in 2023 was to provide Aboriginal cultural education for all staff and learning about Aboriginal Australia for all students to improve the outcomes of Aboriginal and Torres Strait Islander students. Teachers engaged in Strong Strides Professional Learning during the term two school development day. A suite of English templates was created, embedding the 8 Ways Aboriginal Pedagogies to immerse cultural understandings throughout the structured literacy block. Inclusive education practices were devised through Personalised Learning Pathways through collaborative discussions with classroom teachers, students and parents/caregivers. A contextualised Acknowledgement of Country was developed with student and community input. This endorsed resource has been utilised throughout the school's formal assemblies and meetings to develop a culturally respectful place of education. Teachers were supported in implementing the new curriculum reform, including oral language with an emphasis on yarning. Teachers were supported to develop their cultural knowledge and understanding around the adjustments required to support students with specific learning needs.

As a result, teachers have integrated the 8 Ways Aboriginal Pedagogies into lesson plans and programs such as component B in English, mathematics and science. Students have had greater access to a culturally safe environment through inclusive practices, including yarning, Acknowledgment of the Country containing Wiradjuri language and setting individual student learning goals using the updated Personalised Learning Pathways.

In 2024, the focus will be to further develop the depth of understanding around the 3-6 curriculum reforms in English and Numeracy. A more comprehensive range of lesson plans, across all key learning areas and programs, will be constructed to embed the 8 Ways Aboriginal Pedagogies. The grounds of Albury Public School will be enhanced. Our school environment will have a significant, peaceful and reflective cultural space with the development of a permanent Yarning Circle and Cultural Garden full of indigenous plants and grasses..

The next step is to ensure all new teaching staff have 8 Ways Aboriginal Pedagogies training, further professional learning around the curriculum reforms and locating suitable funding through grant applications and submissions for the Yarning Circle and Cultural Garden. To achieve these steps, the Aboriginal Education Committee will partner with more contributors from the school community.

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 90%.	73.22% of students attending greater than 90% of the time or more.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 92%.	76.14% of students reporting positive wellbeing outcomes has decreased by 7% across the positive wellbeing measures.

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

Beginning teacher support
Professional learning

Summary of progress

Explicit teaching

The focus for 2023 was to develop knowledge and understanding to support the implementation of explicit teaching practices using multiple sources of evidence and research-based effectiveness. Teachers were provided literature from Lyn Sharratt, Vivienne Robinson and Dr Tessa Draffern to build knowledge and develop teacher capabilities. During staff development days, staff meetings and stage meetings, teachers engaged in What Works Best, Data collection and curriculum reform professional learning to engage, enact and embed new teaching practices.

Teachers used current research to reflect on practice to meet their students' learning needs effectively. Teachers analysed and used student assessment data to reflect on teaching effectiveness and devised differentiated and responsive learning opportunities based on their findings.

As a result of professional learning, teaching programs using the explicit teaching model *I do , We do, You Do* provided clear, consistent and explicit delivery of lessons, which has lead to improved student progress and achievement data.

In 2024 the focus will be to develop agreed definitions and understandings of what explicit teaching is. Extensive professional learning will be delivered to build competency and capacity in the implementation of a rigorous literacy block in every classroom. We will continue the focus on *Learning Intentions and Success Criteria*, Formative assessment and continue to model and implement the *"I do, You do, We do"* model in teaching and programming across all stages.

We will continue to deliver high quality professional learning in implementing the new syllabuses, with particular emphasis on Years 3 - 6 mathematics and English. Teachers will program collaboratively and contextualise the outcomes and content for the success of all students.

Assessment

The focus for 2023 was to refine a school-wide assessment schedule and procedures for collating and analysing data in reading. APS revised what formative assessment looked like in teaching practice and developed and implemented achievable student learning goals. This involved staff meetings to review the teaching and learning cycle, placing emphasis on gathering and analysing student data gained from check-in assessments, DIBELS and Little Learners Love Literacy assessments. This enabled teams to triangulate data to inform future Literacy directions, with a particular focus on fluency and comprehension and mapping this on the whole school reading rubric.

As a result, staff collaborated and provided evidence of formative assessments within Stage teams with the Assistant Principals. By developing a focused approach to assessment, teachers analyse data during stage meetings using the teaching and learning cycle to form future literacy lesson directions.

Working with the Leading Evaluation Evidence and Data (LEED) capability Advisor to interpret LEED survey and Tell Them From Me (TTFM) surveys and determine further data gathering, such as focus groups, has improved teacher engagement and efficacy.

In 2024 our future initiatives will support teachers to understand and implement a full range of assessment strategies to

develop learning goals informed by the analysis of internal and external student progress and achievement data. 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. A cyclic timeline will be created where all staff take ownership of data to inform their teaching practices and make modifications and adjustments to their teaching based on their data findings.

Leading

The focus for 2023 was to identify leaders within the school and utilise their skillset to demonstrate reflective practices. Building staff capacity to reflect and evaluate upon their classroom practices provided opportunities for student growth and improved outcomes in literacy and numeracy. Systems for collaboration and feedback were embedded in all stages of learning to facilitate professional dialogue. Modelling of effective practice and the provision of specific and timely feedback between teachers supported the development of a high performance culture. Coaching and mentoring opportunities were provided in the forms of lesson studies and lesson videos that were shared during early and beginning teacher meetings twice a term.

In 2024 the focus will be to continue this work. We will develop an agreed understanding of collaboration and set up structures across the school, including regular lesson observations and collaborative planning and programming, to build teacher capacity about what and how they should be teaching so that teachers are learning from each other and taking ownership of their own learning and the success of all students.

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 working towards Excelling in the element of Effective Classroom Practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.
In accordance with the School Excellence Framework, the school is working towards Excelling in the element of Learning and Development.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.

Funding sources	Impact achieved this year
Refugee Student Support $1,503.19	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring **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. **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.
Integration funding support $504,106.00	Integration funding support (IFS) allocations support eligible students at Albury Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • 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) • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Additional behaviour support training is ongoing for all teachers, particularly early career teachers, so that they can set up their classrooms for success. Staff have been provided with additional release time to work with the Behaviour team to develop and implement strategies for students with complex behaviour, allowing them to identify and target antecedent behaviours, resulting in calmer and more productive classrooms. **After evaluation, the next steps to support our students will be:** Continued employment of support staff for students with additional needs to continue the individual support, participation and skill development of all students and enabling access to the curriculum.

Integration funding support $504,106.00	Continue to support teachers to maintain orderly classrooms and manage challenging behaviours through tailored professional learning and ongoing development of PBL across the school.
Socio-economic background $49,141.26	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through PBL to support student learning • staff release to increase community engagement • employment of additional staff to support the Learning and Support program implementation, including Tech Club. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Professional Learning and training in the use of SENTRAL has resulted in an increase of accurate SENTRAL entry data. The PBL team and executive staff were able to use a comprehensive set of data to inform targeted behaviour responses and create sequences of lessons responsive to incidents. Sensory devices allocated to identified students have provided a device and stimulus for maintaining focus during teacher instruction delivery. **After evaluation, the next steps to support our students will be:** Behaviour Professional Learning and classroom management skill development will help APS maintain a culturally safe and inclusive learning environment. Ongoing communication and reflective responses will be embedded in staff memos and Communication meetings and agendas. Newly appointed staff will engage in induction and training using Sentral. The PBL team will continue to devise effective strategies and approaches to engage top tier students in 2024. These will include a variety of problem solving and sharing activities both at lunch and recess. Following teacher led activities, trauma informed practices and networking with local schools and behavior experts we will devise inclusive safe practices for our playground, classrooms, hallways and shared spaces.
Aboriginal background $25,049.09	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engagement with learning **Overview of activities partially or fully funded with this equity loading include:** • 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 Plans • employment of additional staff to support literacy and numeracy programs • Support for a School Based Traineeship (Elsa Dixon) in Education Support for a Year 11 student from Albury HS.

Aboriginal background $25,049.09	**The allocation of this funding has resulted in the following impact:** All teaching staff and most SLSOs have completed the 8 ways Aboriginal Pedagogies training and are embedding this learning into class and school programs to better cater for the learning needs of all students. Student results from the Tell Them From Me surveys indicate that 72% of Aboriginal and Torres Strait Islander students feel good about their culture when they are at school. 75% reported that their teachers had a good understanding of their culture. **After evaluation, the next steps to support our students will be:** Continue engagement with the Elsa Dixon Aboriginal employment program. Complete the signage around the school, install the Yarning circle and fire pit. Expand implementation of the 8 ways Aboriginal pedagogies to ensure that all new teachers have completed the course and are programming for Aboriginal education more effectively. Continue to involve Aboriginal families in our planning and curriculum delivery where possible.
English language proficiency $43,639.13	English language proficiency equity loading provides support for students at all four phases of English language learning at Albury Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • 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 teacher time to provide targeted support for EAL/D students and for development of programs • 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 **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Ongoing professional learning to build staff capacity around the EAL/D progressions and support for EAL/D students. Continue to refine Sentral report templates for EAL/D students. Continue the model of support for students.
Low level adjustment for disability $203,916.07	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

Low level adjustment for disability $203,916.07	• providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, in small groups, to increase learning outcomes • 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 • 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 **The allocation of this funding has resulted in the following impact:** Employment of an SLSO and a classroom teacher 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 ILPs, PLPs and Dyslexia support plans and access to the curriculum. Executive and Learning Support staff were released to attend information sessions and professional learning on the Inclusive, Engaging and Respectful Schools policy. This clarity and greater understanding was transferred into updated Albury PS policy procedures and staff were informed of the new structures and policy requirements. New systems were implemented, following consultation with P&C, to further support students and community. The Tell Them From Me surveys for students and parents indicated high feelings of safety at school, with students reporting a positive sense of belonging overall. **After evaluation, the next steps to support our students will be:** Continuation of shoulder to shoulder support for managing classroom behaviour, writing and implementing ILPs, PLPs and Dyslexia plans. Tech club to continue to support students who require access to assistive technologies. Further work is required to update the PBL flowchart. Albury PS will experience a significant turn over of staff, with 10 new teachers, mostly early career and beginning teachers, joining the team, the PBL flowchart will be reviewed in 2024 so that all teachers are made aware and the flowchart/procedures for the Reset Room are most current and reflect the new policy.
Location $2,708.32	The location funding allocation is provided to Albury Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** The provision of uniforms, book packs, breakfast/lunch and other equipment for students at risk enabled all students to equally participate in all curriculum and other aspects of schooling. **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.
Professional learning $46,186.57	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

Professional learning $46,186.57	School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Numeracy • Explicit teaching **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • teacher relief for staff engaging in professional learning **The allocation of this funding has resulted in the following impact:** Staff were released to engage in curriculum reform sessions and internal professional learning around the new syllabuses in English and mathematics. Staff completed internal training on the administration of Department of Education mandated assessment tasks. The APC& I team lead Professional Learning during staff and stage team meetings around the Science of Reading and Scarborough's reading Rope. This led to the development of teacher knowledge and confidence in guided reading practices around fluency and comprehension. Teachers participated in the Albury/ Hume learning Forums around Curriculum reforms. The APC& I community devised professional learning responsive to feedback and created inquiry tasks and collaborative networking opportunities. Professional learning from the Albury Education office Behaviour team provided classroom management techniques for all teachers and SLSOs. **After evaluation, the next steps to support our students will be:** Providing feedback sessions with students using data. The development and implementation of mathematics scope and sequences to support implementation of the new Years 3 - 6 mathematics syllabus. Further professional learning opportunities in data literacy and the development of stage based assessment schedules will create a consistent and timely approach to using data to inform teaching practice. We will provide additional resources, including mentor texts and decodable readers to support the implementation of the new Years 3 - 6 English syllabus. Further understanding and consolidation of the elements of a rigorous literacy block that is consistent across the school and reflective of the 2023 K-2 and 3-6 curriculum.
Beginning teacher support $36,081.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Albury Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Explicit teaching **Overview of activities partially or fully funded with this initiative funding include:** • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • Attendance at Albury/Hume Learning Forums and Maths webinars for

Beginning teacher support $36,081.00	beginning and early career teachers. • Physical resources to support implementation of literacy and numeracy programs. **The allocation of this funding has resulted in the following impact:** Early and beginning career teachers released from class and playground duties to plan and programme collaboratively and lessen the workload. Additional casual teaching staff employed to release teachers to observe, co-teach and develop their teaching practices. Additional RFF time allocated to engage in extra professional learning. **After evaluation, the next steps to support our students will be:** Continuation of the support for the beginning/early career teachers through ongoing monitoring and mentoring through a school - based beginning/early career teacher Professional Learning Community (PLC). Participation in network beginning/early career teacher initiatives, beyond Albury PS to build a strong network of beginning and early career teachers. Ongoing team meeting/stage meeting opportunities to build collaborative practices and understanding of the new syllabuses, behaviour management and effective teaching strategies. Additional Assistant Principal Curriculum and Instruction (AP C&I) time to work shoulder to shoulder to support the development of systematic, effective data skills and use and point of need teaching for all students.
QTSS release $118,841.47	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albury Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engagement with learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of regular lesson observations to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives for DSP students requiring technology skills to access the curriculum **The allocation of this funding has resulted in the following impact:** Stage Assistant Principals were released one day per week to work with their teams to support student learning. This enabled teachers to meet and learn to design effective ILPs and monitor their implementation. Assistant Principals worked shoulder to shoulder with the Assistant Principals Curriculum and Instruction to build skills in data literacy and lead case conferences while placing students on the Data Wall for literacy. This enabled teachers to better meet the learning needs of their students, at point of need. **After evaluation, the next steps to support our students will be:** To continue to build the capacity of the executive team to lead data informed practices to better meet the needs of students in their stages and across stages. To continue to provide professional learning for executive to triangulate data and lead case management conferences.
COVID ILSP $82,009.82	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 2023. **Funds have been targeted to provide additional support to students**

| COVID ILSP

$82,009.82 | **enabling initiatives in the school's strategic improvement plan including:**
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • 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 and monitor progress of student group.
 • providing targeted, explicit instruction for student groups in literacy/numeracy
 • employing/releasing teaching staff to support the administration of the program
 • releasing staff to participate in professional learning
 • employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in the following impact:
Consistent monitoring of student achievement in developing the initial and extended code in reading. Tracking of student achievement in number sense and problem solving across Years 1 - 6. Small group intervention provided an opportunity for red or yellow tier students to develop their skills and confidence. Additional teaching staff during Stage 1 Number provided targeted support for the red and yellow tier 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.

After evaluation, the next steps to support our students will be:
Adjustments to the funding model will impact the success of the COVID ILSP. Small Group Tuition will be provided and continue the model of support, focusing on Stage 1 Literacy and Numeracy support, NAPLAN preparation and morphology application in written texts. We will endeavor to continue to support SLSOs to deliver small group intervention in the classroom as required. |
| Per capita

$157,977.89 | These funds have been used to support improved outcomes and the achievements of staff and students at Albury Public School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Literacy
 • Numeracy
 • Engagement with learning

Overview of activities partially or fully funded with this operational funding include:
 • Teachers continue to work collaboratively to embed a consistent understanding of best practice in spelling instruction. The Phonological and Morphology Instructional sequences are explicitly taught across the school.
 • All teachers engage with the new English and mathematics syllabuses., using professional learning models to build teacher capabilities and collaborative practices to assist understanding.
 • Professional learning in data literacy, data analysis and data use in teaching for all staff.

The allocation of this funding has resulted in the following impact:
Students requiring additional support in literacy were provided individual small group tuition using technology and immersive readers in Tech Club In 2024, we will continue to provide individualised adjustments to support student learning through individualised learning plans and 'Tech Club'. Teachers will be supported to develop their knowledge and understanding of adjustments to support students with specific learning needs.

After evaluation, the next steps to support our students will be: |

Per capita $157,977.89	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.
AP Curriculum & Instruction $186,105.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Numeracy **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • Work with LEED Data Capability Advisor to build capacity in data skills and use. • Build the capacity of the executive staff to more effectively lead their teams in triangulating data, creating a data wall, leading case conferences in their teams and providing more effective teaching at point of need. • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in the following impact: Staff were released to engage with collaborative curriculum reform sessions. The APC&I team lead internal professional learning on use of the APS Instructional Spelling model. Research on the Science of Reading and Scarborough's Reading Rope informed discussions and Professoinal Learning opportunities during Stage and Staff meetings. The APC& I team planned and facilitated Professional Learning forums where networks could share updates about curriculum reforms and share best practice in teaching. The APS Assessment schedule was revised and provided a platform for ongoing evaluations of formative and summative assessments and the administration of mandated Department assessments. This has led to building teacher capabilities around effective data analysis.. Professional learning in data literacy and data analysis has strengthened our approach to collecting and analysing student data. Student growth in reading was evident from the shoulder to shoulder and small group intervention provided in years 1-6. **After evaluation, the next steps to support our students will be:** Lead evaluative practices with the Leadership team and provide a range of data supports to analysis the effect of literacy and numeracy teaching and learning across the school. This will provide multiple opportunities for feedback to students and relevant goal setting at point of need. A coordinated approach to gathering and analysing data. This will support teachers to consistently collect and analyse data to inform their practice and devise the next steps in student learning.

AP Curriculum & Instruction $186,105.60	Further refinement of the Whole School Assessment Schedule with a commitment to complete all assessment tasks on time. A development and implementation of a whole school mathematics scope and sequence reflective of the 2022 Mathematics Curriculum. Purchasing of additional numeracy resources to support implementation of the new K - 6 mathematics syllabus and scope and sequence. Additional syllabus reboot sessions, with a focus on the new K-6 English and mathematics syllabuses. Further understanding and refinement of spelling procedures in K -6. Teachers will be given opportunities to continue to engage in whole-school professional learning in curriculum reform. Research will be provided to supplement teaching practices around the Explicit Teaching Model and What Works Best (CESE document) to enhance opportunities to improve student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	311	307	306	306
Girls	322	301	301	306

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	94.6	93.8	89.2	91.4
1	93.5	93.2	90.4	91.4
2	90.4	94.5	89.7	91.2
3	92.8	92.8	89.8	93.6
4	91.4	94.1	89.1	91.6
5	88.6	92.9	87.9	91.1
6	87.8	91.8	88.5	91.1
All Years	91.3	93.3	89.3	91.6
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	22.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	181,463.99
Revenue	6,626,860.51
Appropriation	6,325,242.56
Sale of Goods and Services	38,133.36
Grants and contributions	252,535.07
Investment income	10,182.02
Other revenue	767.50
Expenses	-6,631,397.58
Employee related	-5,874,790.21
Operating expenses	-756,607.37
Surplus / deficit for the year	-4,537.07
Closing Balance	176,926.92

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.

Albury Public School 1017 (2023) Printed on: 4 April, 2024

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 **SBAR Adjustments** ($)
Targeted Total	378,234
Equity Total	321,746
Equity - Aboriginal	25,049
Equity - Socio-economic	49,141
Equity - Language	43,639
Equity - Disability	203,916
Base Total	4,395,026
Base - Per Capita	157,978
Base - Location	2,708
Base - Other	4,234,340
Other Total	574,781
Grand Total	5,669,786

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Albury Public School 1017 (2023)

Parent/caregiver, student, teacher satisfaction

Albury Public School undertook External Validation in 2023. An extensive evaluation was completed as part of this process and the ensuing Situational Analysis. The Parent/carer, student and teacher satisfaction are as follows. The school leadership team has considered all the feedback and this will form the basis of the new Strategic Improvement Plan (SIP) for Albury Public School.

The School Evaluation and Improvement team conducted parent focus groups to collect further information from the parent body. The focus groups drew out further details about some of the feedback identified in the "Partners in Learning" parent survey in 2023. The school scored consistently across all areas of:

- Parents feel welcome
- Albury PS is an inclusive school
- High feelings of safety at school, "My child feels safe at school
- The school supports learning
- Overwhelmingly positive about how the school supports positive behaviour
- Teachers listen to concerns that they have
- School staff take an active role in making sure all students are included

Parents/carers asked for more direct access to teachers and wanted to know how they could support their child at home. Parents/carers don't believe that the written report provided enough information. The school will continue to strengthen the opportunities for parent information sessions and teachers' understanding/adherence to the *Communication protocols* between school and home.

Student focus groups were conducted to gain greater insight into the students' experiences at school. Students reported a positive sense of belonging, overall, however, this still remains lower than the government norm. Students reported that the incidents of moderate to severe physical, social or verbal bullying remains very low compared to the state norm, however, bullying over the internet remains an increasing concern. This is confirmed by the number of issues senior executive staff are managing with students and families. Further, more regular visits from NSW Police Youth Liaison Officers will be conducted to explicitly teach strategies for managing and minimising cyber bullying. Students also discussed the need for more transparency with assessment as they often did not understand why they were being assessed and the importance of the data being collected. Professional learning in 2024 will continue to strengthen the use and understanding of Learning Intentions, Success Criteria and formative assessment.

Over the last few years we have continued to focus intensively on the themes from *What works best* (WWB) with our staff. Through the implementation of 'Curiosity and Powerful Learning' (CPL) we have had a whole school focus on explicit teaching and feedback (instructional model, triads). We would like to build on this initial work and have a renewed focus on the consistency and process quality with which the themes are implemented. To help establish staff perceptions in relation to current WWB practices, staff were surveyed. Notable results are recorded here:

Teachers reported that they felt most confident in implementing the WWB themes of:

- Wellbeing (4.5) drop by .1
- Classroom Management (4.4) no change
- High Expectations (4.1) drop by .2
- Explicit Teaching (4.2) increase of .1
- Use of Data to Inform Practice (4.2) no change

Teachers reported that they felt the least confident in implementing the WWB themes of:

- Effective feedback (4.0) increase of .3
- Assessment (4.0) no change
- Collaboration (3.8) drop by .3

In 2024, we will continue to focus on increasing opportunities for collaboration as a way of strengthening stage teams, with staff learning from each other through classroom observations, opportunities to plan and assess together and building professional learning communities for Beginning/Early career teachers. This will also build staff morale and build support for managing student wellbeing and effective classroom practice across the school.

The Tell Them From Me survey indicated that teachers feel effective in working with students with behavioural problems and setting high expectations for student learning. The area that teachers, overall, feel less confident is in the area of Technology as a learning tool for students. Only 52% of teachers work with students to identify a challenging learning goal relevant to the use of interactive technology. In 2024, we will continue with our focus on best practice using technology for all students and look at ways to ensure that the school is fully resourced to support this.

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.