

# Albion Park Rail Public School

## Annual Report



2016



4121

## Introduction

The Annual Report for **2016** is provided to the community of **Albion Park Rail Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Fiona Flannery

Principal

### School contact details

Albion Park Rail Public School

Tongarra Rd

Albion Park, 2527

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

[albionpkr-p.School@det.nsw.edu.au](mailto:albionpkr-p.School@det.nsw.edu.au)

4256 1287

## School background

### School vision statement

Albion Park Rail Public School provides opportunities for all students to become successful learners, confident and creative individuals and active citizens through equity and excellence in education.

Our motto, “Ad Optima Contendite: All Striving for the Best,” is central to the educational programs and directions that our school is taking.

Our school is a place where everyone regardless of background or ability can achieve success in a safe, supportive and stimulating environment.

### School context

Albion Park Rail Public School is located in the Shellharbour City Council currently caters for around 330 students. The school hosts 13 mainstream classes and a number of special education classes including three intellectually mild (IM), two Multi-Categorical (MC) classes.

Our school is part of the Early Action for Success initiative. This includes the appointment of an instructional leader, an additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K–2 students.

Our school has a strong welfare program underpinned by the core values of Achievement, Pride and Respect. Students participate in Rock and Water, an active SRC and pastoral care program.

Aboriginal enrolments are increasing with 70 students being identified. Norta Norta continues to be implemented within the school along with the Djingi program. This allows for the employment of several local Aboriginal staff.

Environmental education programs continue to be a focus with the establishment of a poultry–breeding program and the extension of the sustainable gardens in 2014.

The school is well resourced with technology. There are various technology hubs within the school including 2 permanent labs, a mobile lab, IWBs and tablets in every room.

.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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.

In the domain of learning our efforts have primarily focused on curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning, and supporting the learning directions for them. Changes in teacher practice, including the use of technology, data analysis, classroom observations and syllabus knowledge, has resulted in increased levels of student learning and engagement. The school provides a range of extra-curricula offerings to promote student engagement and encourages students to accept responsibilities for their own behaviour.

In the domain of Involvement, our efforts have primarily been focused on developing and maintaining positive relationships within the school and school community. Our school community is positive about the provision of equity and high expectations for learning for our students and feel welcomed and engaged within our school environment. Due to the positive and productive learning culture that exists within our school the trust, respect and valuing of each other is evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning.

In the domain of leading our priorities have been to provide leadership opportunities for students, staff and community members in a supportive, collaborative environment. Due to a strong foundation of leadership capacity building across the school we have successfully implemented our key strategic directions throughout the year. Our school recognises that leadership development is central to the achievement of school excellence.

Our selfassessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

#### **For schools participating in external validation processes:**

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### STRATEGIC DIRECTION 1: Learning

#### Purpose

To develop a whole school community who are actively engaged in meaningful, challenging learning experiences to develop, literate, numerate and responsible lifelong learners.

#### Overall summary of progress

All teachers have been trained in two important literacy initiatives– Language, Learning and Literacy( L3) and Focus on Reading( FoR). Teachers from K–2 have been trained in the Numeracy initiative Targeting Early Numeracy(TEN). These initiatives are having a significant impact on student learning especially on student equity groups within our school.

All teachers have been engaged in creating authentic learning experiences to implement new curricula (Geography, History, Science)

All aboriginal students and parents/carers have engaged in the rigorous personalised learning program (PLP) process. resulting in increased awareness of culture and student background.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>80% of students to achieve appropriate levels in literacy and numeracy.</li></ul>	Data collected from Stage 2 & 3 reports On track Y3 – 75% Y4 – 77% Y5 – 90% Y6 – 93%  Reading on track K– 67% Y1 – 87% Y2 – 92%  Comprehension on track K– 67% Y1 – 87% Y2 – 86%  Writing on track K– 67% Y1 – 33% Y2 – 26%  Numeracy on track K– 100% Y1 – 98% Y2 – 97%  Data collected from Stage 2 & 3 reports On track Y3 – 75% Y4 – 77% Y5 – 90% Y6 – 93%	\$45 000
<ul style="list-style-type: none"><li>Aboriginal students achieve performance in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State.</li></ul>	100% of aboriginal students have a completed PLP reflecting personal goals and cultural significance.	\$40 000  0.6 AEO allocation
<ul style="list-style-type: none"><li>100 % of teachers will program and implement new curriculums.</li></ul>	Surveys indicate increase knowledge and confidence in implementation of new syllabi.	\$9 200

#### Next Steps

Engage the whole staff in professional learning incorporating visible learning and assessment capable students through an Evidence into Action project with Corwin International.

Train new staff in Literacy and Numeracy initiatives– TEN, L3 and engage all staff in the numeracy course Building Blocks for Numeracy.

Create a collaborative a learning space for teachers to cooperatively plan and program.

Create an Aboriginal and Community educational room to foster community involvement and genuine links to our aboriginal community.

\* Due to LMBR change over regarding annual resourcing, the figures included in this Annual Report are indicative only from our planning phase.

## Strategic Direction 2

### STRATEGIC DIRECTION 2: Involvement

#### Purpose

To develop and maintain positive relationships within the school and school community by involving key stakeholders in engaging activities and programs.

#### Overall summary of progress

Our continued school-wide focus on developing and maintaining positive relationships within the school and school community has enabled us to achieve significant progress in this strategic direction through a successful approach to student well-being and positive community relations.

Our targeted alternate education and environmental programs have provided increased opportunities to engage and cater for the learning and well-being of students particularly those from equity and aboriginal backgrounds.

Through targeted professional learning on 21st Century Learning initiatives, teachers are engaging students to create, share and reflect on their learning leading to active, informed and creative citizens.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All class teachers are using online journals e.g. See Saw to allow students to create, share and reflect on their learning.</li></ul>	Overall increased student attendance 1% Number of students supported through additional support programs	\$40 000
As a result of actively engaged students there is a reduction in detentions (2015 number ??) and suspensions with increased student attendance as reported on Sentral.	Decreased negative incidents– 31.6%  Decreased detentions– 31.5%  Decreased students on levels– 42.8%	\$145 000
Increase of parents/carers and community members in school events and initiatives.	Overall increased parent attendance at school based events, such as Grandparents Day, Education Week, parent/teacher interviews etc.	\$3 500

#### Next Steps

All staff engage in professional learning surrounding G Suite to utilise Google Docs for collaborative planning and sharing, and Google Classroom to engage students in 21st Century learning experiences.

Utilise the See Saw platform to encourage students to engage in an online learning journal for reflective practices. Continue to expand our targeted additional student engagement programs including MALPA and the alternative education group.

Extra-curricular activities continue to be implemented across the school, such as Wakakirri, Sport in Schools Program, Chaplaincy and Pathfinders to support the focus of student and community involvement.

### Strategic Direction 3

#### STRATEGIC DIRECTION 3: Leading

#### Purpose

To provide opportunities for students, staff and community members to be engaged in relevant learning opportunities to enhance and foster the leadership capacity of every stakeholder in a supportive and collaborative environment.

#### Overall summary of progress

The implementation of the new Performance Development Framework has lead to staff engaging in a much deeper reflective practice that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff members from within the school are leading and supporting others through the development of our literacy, numeracy and new curriculum implementation.

Through our restructuring of our SRC leader program there were increased opportunities for more students to participate in leadership roles within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>The number of Aboriginal students in school leadership roles including SRC, library monitors, peer support leaders and school sports captain's increases..</li><li></li></ul>	22% of aboriginal students in leadership roles.	\$500
Staff participation rates increase in both formal and informal leadership roles (as measured by staff in relieving roles, leading TPL and committees).	70% of staff participating in leadership roles, relieving APs, mentoring roles.	\$50 000
Performance Development Plans (PDPs) are in place, which set goals, and plan the careers of all staff.	All staff have a PDP based on the new Department Policy.	\$5 000

#### Next Steps

Continue to provide increased leadership opportunities for students and teachers.

Provide mentoring for New Scheme teachers( new appointments) utilising the Beginning Teacher funds.

Provide support for SASS staff to begin PDP process and continue implementing PDP process with peer observations with teaching staff.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal student attendance 94%. Furniture built. Revamped quiet area. Additional chicken coop area. Established creek bed. School beautification. Increased community involvement.	\$65 724  • Aboriginal background loading (\$27 091.00)
<b>Low level adjustment for disability</b>	Additional learning needs addressed for relevant students. Student engagement in learning increased. Student participation in playground activities increased	\$38 655  • Low level adjustment for disability (\$38 655.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	Self-assessment PDP and annual review	\$5 000  • Quality Teaching, Successful Students (QTSS) (\$5 000.00)
<b>Socio-economic background</b>	Increased engagement of students Revamped quiet area Additional chicken coop area Established creek bed School beautification	\$283 567  • Socio-economic background (\$283 567.00)
<b>Support for beginning teachers</b>	Secured full time employment. Relieved as AP Completed L3 , TEN training Mentored staff in writing	\$13 594  • Support for beginning teachers (\$13 594.00)
<b>Targeted student support for refugees and new arrivals</b>	PLAN data  Reading Cluster 4 Writing Cluster 5 Numeracy – Counting on & back Happy and engaged at school	\$7 000  • Targeted student support for refugees and new arrivals (\$7 000.00)
<b>Early Action For Success</b>	100% K–2 teachers completed TEN, L3 K/S1  Reading on track K– 67% Y1 – 87% Y2 – 92%  Comprehension on track K– 67% Y1 – 87% Y2 – 86%  Writing on track K– 67% Y1 – 33% Y2 – 26%  Numeracy on track K– 100% Y1 – 98% Y2 – 97%	\$22 997  • Early Action For Success (\$22 997.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	191	179	178	170
Girls	159	143	146	152

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	94.7	93.7	92.2
1	91.7	96.8	93.8	95
2	89.3	93.6	93.3	93.7
3	94.9	93	92.9	94.6
4	93.5	93	89.4	96
5	93.4	93.2	93.2	90.6
6	91.7	93.8	92.8	93.8
All Years	92.8	94	92.7	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.34
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	7.72
Other Positions	2

\*Full Time Equivalent

At Albion Park Rail Public School we have 2.0 FTE teaching positions filled by ATSI teachers.

We also have 0.6 Aboriginal Education Officer and a literacy and numeracy support officer 2.0 hours every day.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	80

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Albion Park Rail Public School staff in 2016.

As an Early Action for Success school and with the release of a different funding model this was a focus areas for us due to the research supporting teacher quality being the single largest indicator of student success.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	678 682.42
(2a) Appropriation	660 867.35
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	17 640.02
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	175.05
<b>Expenses</b>	-211 363.88
Recurrent Expenses	-211 363.88
(3a) Employee Related	-153 644.58
(3b) Operating Expenses	-57 719.30
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	467 318.54
<b>Balance Carried Forward</b>	467 318.54

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 012 619.08
Base Per Capita	19 462.50
Base Location	0.00
Other Base	1 993 156.58
<b>Equity Total</b>	555 318.24
Equity Aboriginal	80 065.11
Equity Socio economic	324 375.16
Equity Language	0.00
Equity Disability	150 877.97
<b>Targeted Total</b>	753 549.71
<b>Other Total</b>	506 847.98
<b>Grand Total</b>	3 828 335.01

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

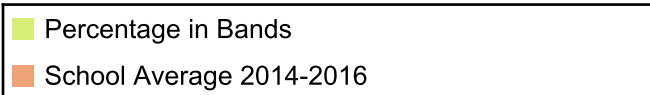
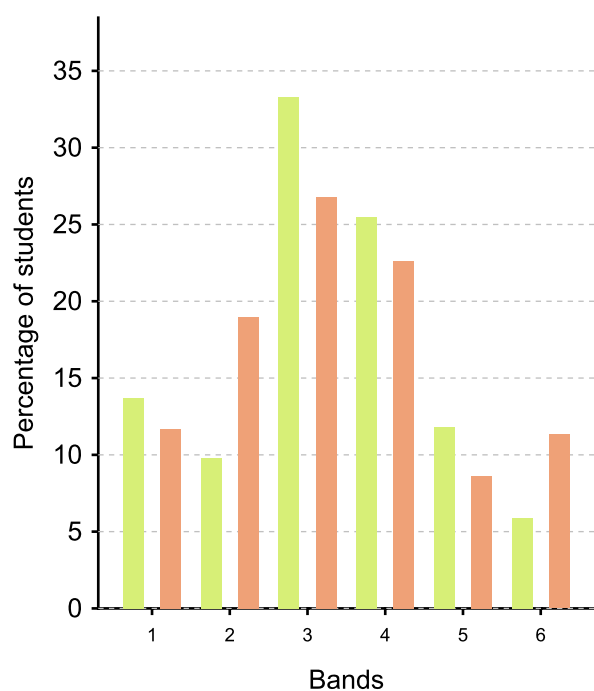
## School performance

### NAPLAN

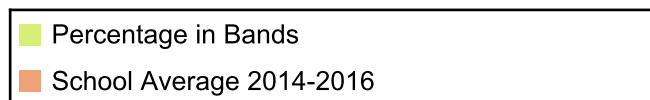
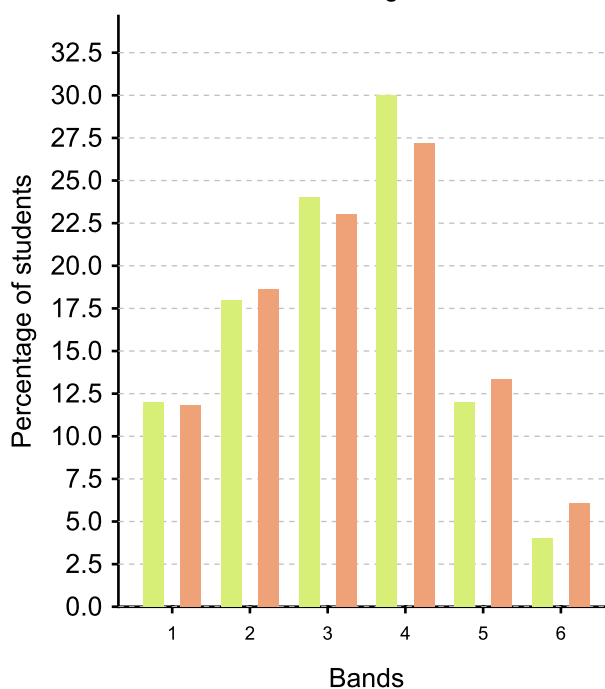
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results show improvements in average reading and writing scores for Year 3 students over the last 3 years. Year 3 students have shown above average growth in writing, grammar and punctuation. Year 5 students have shown above average growth in writing, grammar and punctuation.

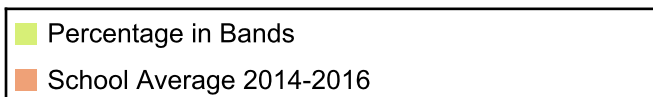
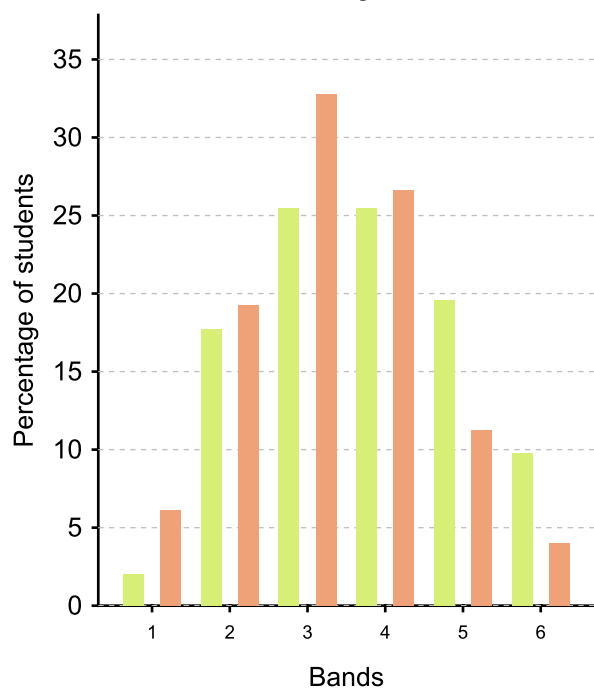
**Percentage in bands:**  
Year 3 Grammar & Punctuation



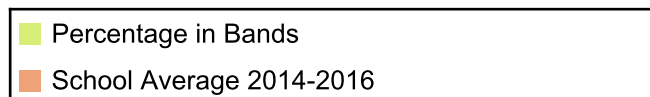
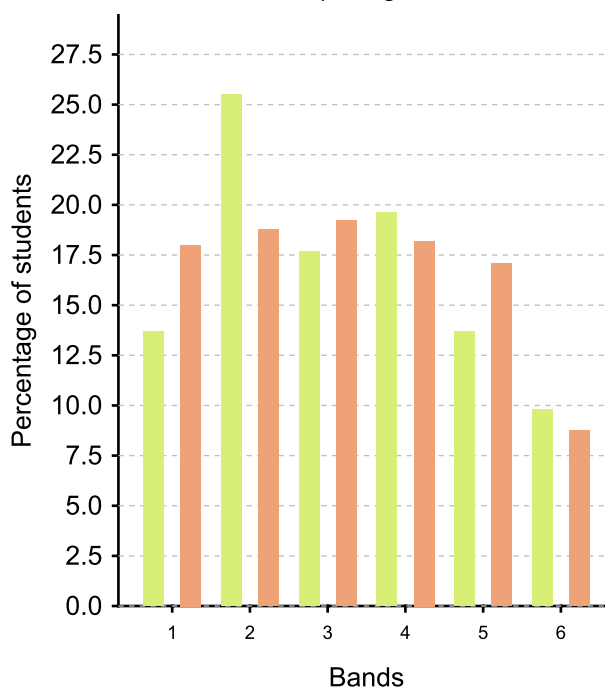
**Percentage in bands:**  
Year 3 Reading



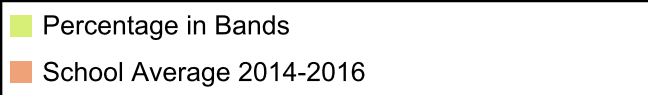
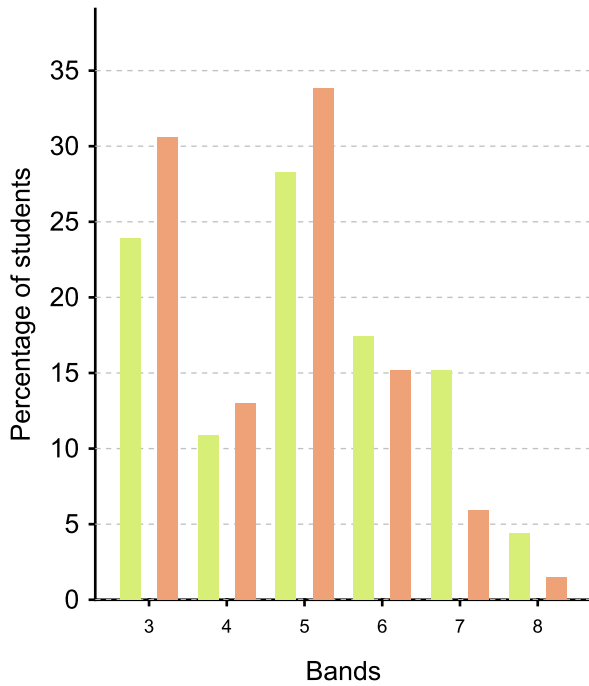
**Percentage in bands:**  
Year 3 Writing



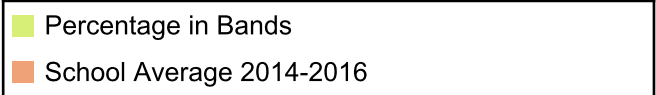
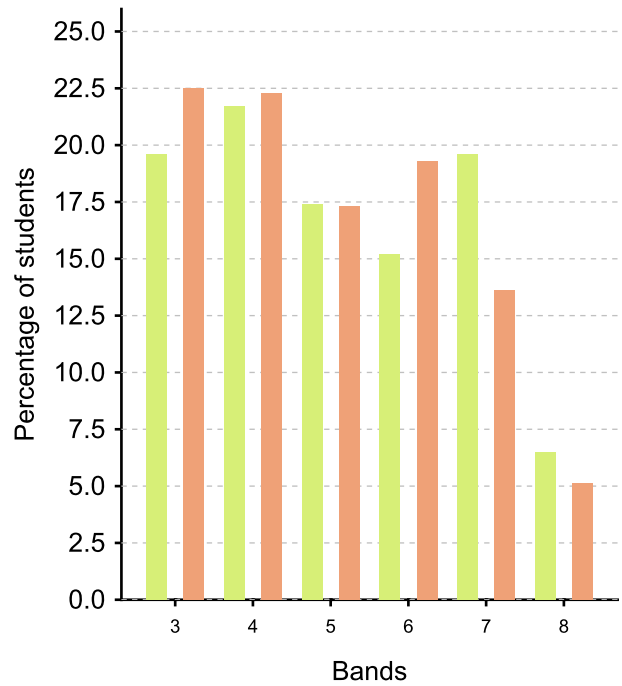
**Percentage in bands:**  
Year 3 Spelling



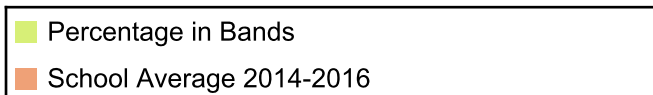
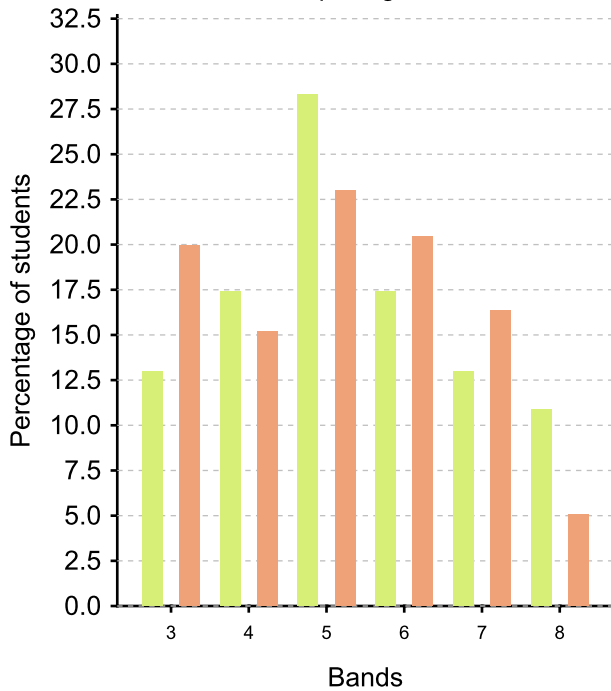
**Percentage in bands:**  
Year 5 Writing



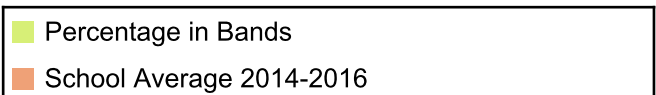
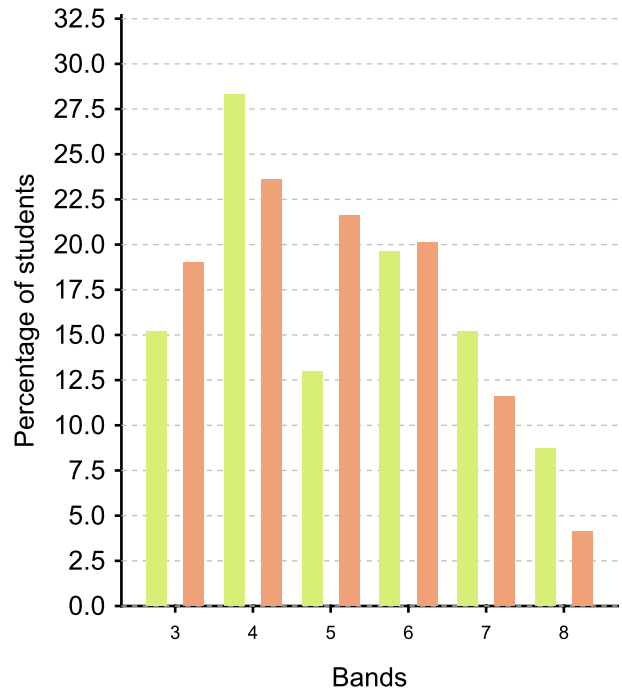
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling

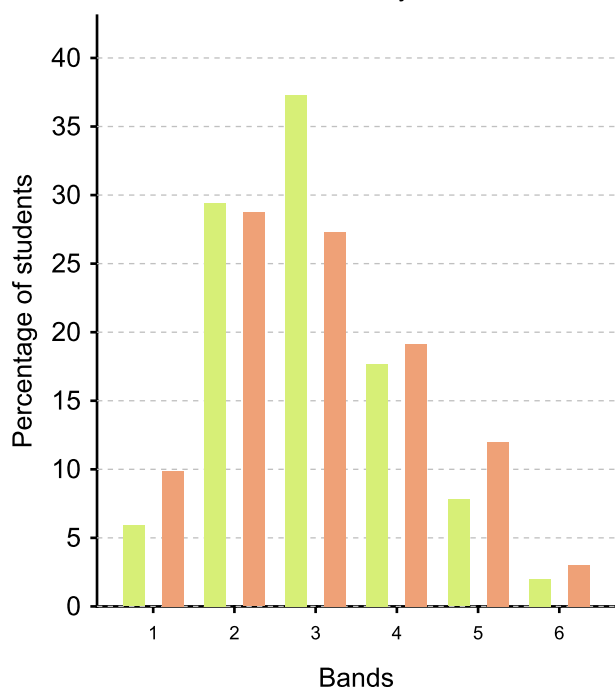


**Percentage in bands:**  
Year 5 Grammar & Punctuation



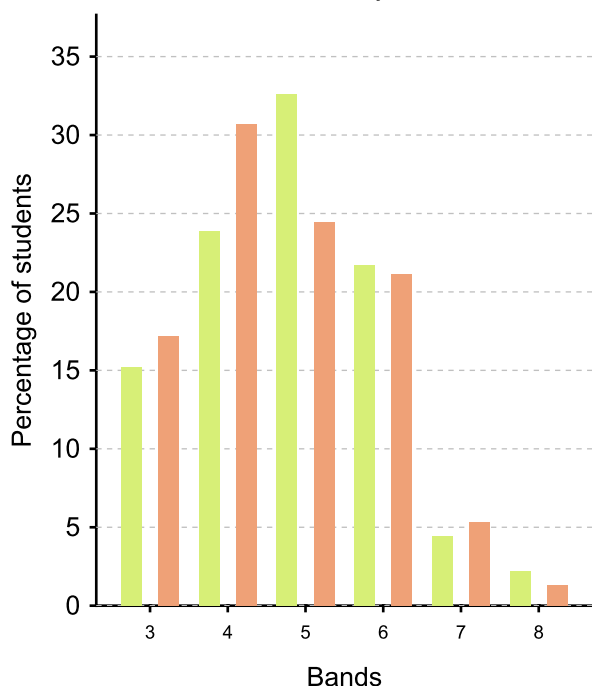
Average Numeracy scores Year 3 students have shown improvement over the last 3 years. Year 5 Numeracy scores have also shown an improvement over the last 3 years.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving educational results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has increased for spelling, reading and writing. There has been a slight decrease in numeracy.

The percentage of Year 5 students in the top two bands has increased for numeracy, reading, spelling and writing. Grammar and punctuation remained steady.

Another reporting requirement from the **state priorities– Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

10% of aboriginal students were in the top two bands for reading. There were no Year 3 students in the top two bands for numeracy.

17% of Year 5 Aboriginal students were in the top two bands for reading, 10% in Spelling and 5% in writing. There were no Year 5 aboriginal students in the top two bands in numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school through The Tell, Them From Me Survey process. Their responses are presented below.

The majority of parents feel welcomed and informed about the school. They value our inclusiveness and support our positive behaviour strategies. Parents hope their child will become resilient, confident and well educated at Albion Park Rail Public School. They support our values program of Achievement, Pride and Respect.

Teachers found the leadership supportive in providing feedback about their teaching. They valued the collaborative learning opportunities and found a strong culture of student learning. There was a strong use of data to inform teaching practice.

Students found the school promoted a safe, caring learning environment. They felt confident to ask for assistance and found teachers approachable.

.

## Policy requirements

### Aboriginal education

Aboriginal education continues to be a major focus in our school. In 2015, we participated in a state wide EAL/D learning progression trial during Terms 2 and 3. This trial was for the possible use of the learning progression as a measure of Standard Australian English language proficiency for Aboriginal students

who speak Aboriginal English as their main home dialect. A report is being compiled to provide recommendations for the use of the EAL/D learning with Aboriginal students in NSW schools. Collecting work samples of students in Kindergarten, Year 3 and Year 5, and using the tool allowed us to develop an alternate way to chart the progress of the students. We are waiting on a report to see if this will be a valid tool to use in schools in closing the gap in Aboriginal students' education.

All Aboriginal and Torres Strait Islander students at Albion Park Rail Public School have a Personalised Learning Plan (PLP). In 2015, we made these documents digital to allow current teachers immediate access to all previous PLP's. Additionally, making the PLP's digital also reduced our carbon footprint on the environment.

The theme for NAIDOC week celebrations was 'We all Stand on Sacred Ground: Learn, Respect and Celebrate'. This celebration encourages all Aboriginal and non-Aboriginal Australians to respect and celebrate local and national sites of significance or 'sacred places' and to learn of their traditional names, history and stories.

### **Multicultural and anti-racism education**

The school works as a culturally inclusive teaching and learning environment through the Department's multicultural perspectives. The school's diversity of cultures enables the school to develop an awareness and understanding of the differences among the students.

Throughout the year, all students K-6 are involved in activities and celebrations that celebrate diversity and culture such as NAIDOC week. The school also participates in Peer Support, which focuses on developing students' resilience and learning to identify bullying (including racism). The school participated in 'Harmony Day' which coincided with the United Nations International Day for the Elimination of Racial Discrimination. Everyone was encouraged to wear orange to promote the value that everyone belongs.

Our school has an elected Anti-Racism Contact (ARCO). Their role is to be the contact between students, staff, parents and the community who wish to make a complaint regarding racism. The ARCO at Albion Park Rail Public School takes all allegations seriously and investigates them appropriately.