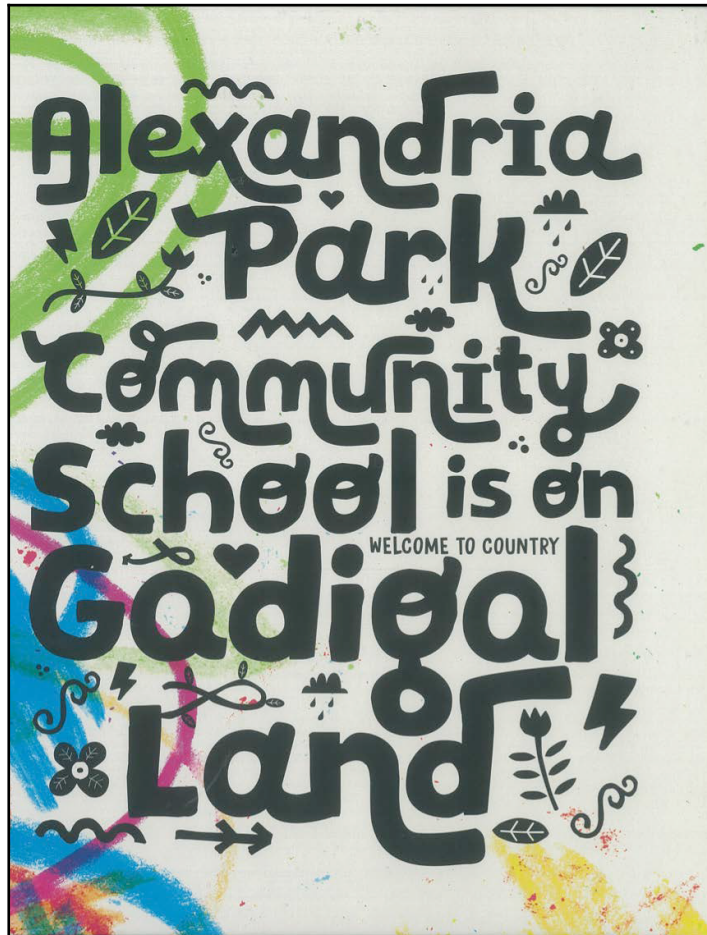


Alexandria Park Community School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Alexandria Park Community 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.

Diane Fetherston

Principal

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Message from the Principal

I am extremely proud of our dynamic and energetic Kindergarten to Year 12 community school. Alexandria Park Community School has a proud past, a dynamic present and an exciting future. Our high-quality educational opportunities, specialising in a diverse range of academic and extra-curricular programs, build on students' strengths and talents. Music, sport, public speaking, languages and service programs such as our Student Representative Councils and the Interact Club, provide students with a diversity of choice in co-curricular activities.

Continual improvement in literacy, language and learning remains a strong focus supported by on-going teacher collaboration for quality teaching and innovative practices. Our transition to Kindergarten program in partnership with the Community Centre remains a key strategy for a successful start to school for students and parents, whilst in Years 11 and 12, our cross faculty secondary collaboration projects continue to inspire improving Higher School Certificate results in the top bands.

Alexandria Park Community School strives for the best outcomes for each student in a safe and caring environment founded on the Positive Behaviour for Learning practices embedded in our learning, respectful and safe framework. Authentic partnerships with parents and community agencies continue to strengthen and drive the strategic directions of the school.

In 2016 our school community was informed that the NSW Department of Education is redeveloping Alexandria Park Community School. This exciting project will deliver significant upgrades, improving the facilities and ensuring the school can cater for the increasing student enrolments from Kindergarten to Year 12. A Program Reference Group (PRG) was formed representative of parents, staff, students and community members. It has been a significant achievement of the PRG and the secondary school to have completed the design, build and occupation of the temporary school on what was the Park Road school oval. Extensive consultation with the community will continue in 2017 to establish the educational principles and future learning vision for Alexandria Park Community School which will inform the design of the redevelopment of the school.

School background

School vision statement

Alexandria Park Community School is a high performing school where our core business is to educate for success. Our vision is that all students will achieve an inspiring future through continuous and uninterrupted quality educational opportunities provided from Kindergarten to Year 12. These experiences allow all students to learn, lead and succeed. Our unique and vibrant school community setting reflects our position as the inner city Sydney hub for educational excellence and demonstrates our commitment to serve and respect our diverse local community through mutually authentic partnerships, collaborative decision making and respectful relationships.

School context

Our school has a proud past, dynamic present and exciting future. Recognised through our outstanding academic results as a high performing NSW Public School, our vibrant school community reflects our position as the inner city Sydney hub for educational excellence. Uniquely designed as a Kindergarten to Year 12 school, our outstanding teachers deliver continuous and uninterrupted quality educational opportunities to all students across our junior, middle, senior and selective stream settings. Our school is a place of excitement and adventure for our students. We are proudly inclusive and offer a diverse range of academic endeavours so all children have the opportunity to succeed in areas such as academic, sport, technology, the creative and performing arts, leadership and citizenship, public speaking and debating, environmental and social justice programs. We are proud of our authentic learning partnerships with students, parents, local businesses, educational providers, agencies and community leaders.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 2016, teachers participated in professional learning in identifying and analysing quality evidence aligned with the School Excellence Framework. Teachers worked collaboratively across stages and key learning areas to gather school and system data to evaluate Learning, Teaching and Leading practices. The Kindergarten – Year 12 leadership team collaboratively evaluated our school's progress towards our strategic directions using the School Excellence Framework as a tool for informing, monitoring and validating our impact.

In the domain of Learning, our efforts focused on strengthening wellbeing and Positive Behaviour for Learning to support the teaching and learning across the school and cater to the diverse range of learners. Expectations of behaviour are explicitly taught and quality teaching and professional practice are evidenced in each stage of learning. Research based literacy programs, in their second year of implementation, are a feature of improving performance as evidenced in our early years student learning data where value added results continue to grow.

Our major focus in the domain of Teaching has been on teacher collaboration, innovation and sharing. Throughout the year teachers worked in collaborative teams to improve practices in literacy, numeracy and engagement. Teachers with expertise led evidence-based professional learning projects aligned to professional standards which built teacher capacity to implement effective strategies in teaching and assessment.

In the domain of Leading, the school leadership team has made deliberate progress in increasing their understanding of and commitment to the school's directions and priorities. Through this leadership we have been able to implement processes that build capacity of staff to use data and evidence for school assessment and improvement. The school increased the opportunities for students, staff and parents to contribute to feedback on school performance and planning specifically through the introduction of the Tell Them From Me survey and the consultation process for the construction of the temporary secondary school.

Our self-assessment 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

Achieving and aspiring students

Purpose

To educate students to acquire the knowledge, skills and values to be autonomous and motivated learners for their on-going personal success.

Overall summary of progress

Progress in this strategic direction continues to be positive especially in literacy and numeracy programs. In the second year of implementation of the Literacy, Language and Learning program (L3), Kindergarten and Year 1 students evidenced significant improvements in reading based on internal data. In Years 3–6 the Focus on Reading program further implemented explicit teaching of key aspects of reading and comprehension. Year 3 NAPLAN reading data shows a consistent improvement in reading results specifically in the top three bands since 2014. Year 5 NAPLAN reading results continue to be above state average. To improve student outcomes in the secondary school a targeted cross key learning area writing project focused on engaging students in analysis of their own learning data to set aspirational targets in writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Primary 60% of Kindergarten students to achieve a reading level of 9 or above.	66% of students achieved a reading level of 9 or above. Implementation of the L3 initiative has been closely evaluated over the past two years. The baseline for that evaluation was the reading levels of Kindergarten students at the end of 2014, prior to implementation of the initiative. Improvement against that baseline was also evident in 2015. Additionally, evaluations showed that Early Stage 1 and Stage 1 staff were highly supportive of the initiative and felt that the students had made significant gains.	\$6 000 RAM English Language Proficiency \$7 000 RAM Socio-economic background \$2 500 Literacy and Numeracy
Primary 60% of Year 1 students to achieve a reading level of 16 or above	79% of students achieved a reading level of 16 or above Following on from the success of the L3 project for Kindergarten students in 2015, students continued to demonstrate improved literacy outcomes in Year 1.	\$6 000 RAM English Language Proficiency \$4 500 Literacy and Numeracy
Primary 50% of Year 3 students to achieve a band 4, 5, or 6 in NAPLAN reading	57% of Year 3 students achieved a Band 4, 5 or 6 in NAPLAN Reading. Consideration of NAPLAN results through the SMART data tool has shown consistent improvement in NAPLAN Reading results from 2014 onwards. Teachers have demonstrably improved their skills in regards to the teaching of reading and literacy generally through the Focus on Reading program.	\$5 830 Professional Learning \$1 970 Literacy and Numeracy
Primary 85% of Year 5 students will achieve expected growth in reading	50% of Year 5 students achieved expected growth or better in 2016. Of the 19 students who did not achieve expected growth, 12 still demonstrated sustained positive	\$4 000 General Operations \$7 000 RAM Socio-economic background

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Primary 85% of Year 5 students will achieve expected growth in reading	growth between Year 3 and Year 5. Within those 19 students, 8 students had previously achieved in the top 2 bands in NAPLAN in Year 3, and remained in the top 2 bands in NAPLAN in Year 5.	
Secondary Increase 2 unit HSC results in bands 4, 5 and 6 from 70% in 2014 to 77%.	72% of students HSC results were in Band 4, 5 or 6. From SMART data, there is a general positive trend towards Bands 4, 5 and 6 in most 2 unit subjects from 2014 to 2016. In 2016, 75% or more of students achieved a Band 4, 5 or 6 result in the following 2 unit subjects: <ul style="list-style-type: none"> • English (Advanced) • English as a Second Language • Mathematics • Physics • Business Studies • Economics • Legal Studies • Modern History 	\$8 200 Professional Learning
Secondary Increase the % of Year 9 students who achieve equal or greater than expected growth in writing from 55.8% in 2014 to 70%.	59% of the 51 Year 9 students achieved expected growth or better in 2016. We have increased relative to our achievement in 2014. Of the 21 students who did not achieve expected growth, 11 still achieved positive growth between Year 7 and Year 9.	\$5 000 RAM Socio-economic background \$6 000 RAM English Language Proficiency

Next Steps

- Continued efforts to raise the achievements of students in literacy and numeracy through targeted programs such as L3, Focus on Reading and writing projects and strategies in key learning areas such as ALARM (A Learning and Responding Matrix).
- Engage students to develop critical and creative thinking through consistent delivery of the curriculum Kindergarten – Year 12 and implementation of individualised learning.
- Implement new Stage 6 curriculum programs in English, Maths, Science and History which effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative teaching strategies.



Strategic Direction 2

Teaching, learning and innovation

Purpose

To strengthen a school culture in which teachers are leaders who take ownership of their learning and development, and work collaboratively to implement best practice in curriculum, quality teaching practices and continuity of learning from Kindergarten – Year 12.

Overall summary of progress

Teachers from Kindergarten to Year 12 continue to commit to professional learning and development focused on collaborative practices to improve student learning. The Professional Development Framework continues to support teachers to reflect on their own practice and identify goals aligned to the Australian Professional Standards for Teachers. Teams of teachers engaged in projects where teachers, identified as experts, shared their professional knowledge and practice building greater understanding of learners, curriculum, assessment and quality teaching practices. With a focus on technology in 2016, teachers' quantitative data indicated a significant growth in professional knowledge, practice and confidence in the use of Information and Communication Technology (ICT). Analysis of teacher and student work samples and teacher programs demonstrated increased teacher confidence and competence in incorporating ICT for future focused learning and emerging technologies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have a Performance and Development Plan which align to school plan targets.	All teachers have 2016 Performance and Development Plans which align to school plan targets, as well as team and individual goals. 100% of staff recognised that the Performance and Development Plan supported their actions targeted to school priorities. 100% of staff believed that the Performance and Development Plan process built their understanding of effective teaching strategies.	\$6 300 Professional Learning
100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.	All teachers participated in collegial classroom observations as part of their professional learning through the year. A survey conducted to gain teacher feedback on this learning opportunity was overwhelmingly positive. Many teachers commented particularly on the opportunity to collaborate with their colleagues and gain insights from each other's expertise and experience. 100% of staff agreed that classroom observation practices provided opportunities for reflection on practice and to receive and respond to feedback.	\$10 800 Professional Learning
100% of teachers collaborate within and across clusters and faculty teams sharing best practice and resources.	All teachers participate in and collaborate with their colleagues in cluster and faculty teams to share best practice and resources. Each teaching team within the school has a broad range of expertise and experience, and this has allowed for teachers to collaboratively develop best practice and resources. 85% of staff believe that professional development at the school encourages critical reflection, discussion and problem solving in collegial groups. 82% of staff believe that professional development at the school provides ideas and opportunities to strengthen and improve teaching practice.	\$9 400 Professional Learning \$ 15 000 RAM Socio-economic background

Next Steps

- Continued focus on sharing teacher expertise through collaborative practice programs, cross key learning area programs and collaborative practice conferences.
- A stronger focus on using internal and external data to measure, monitor and direct student performance and inform teaching strategies.
- Improved engagement of students by upskilling staff in emerging technologies and contemporary evidence based practice.



Strategic Direction 3

An engaged and connected Kindergarten – Year 12 community

Purpose

To enrich our Kindergarten – Year 12 learning community, through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

Overall summary of progress

The 2016 Tell Them From Me survey provided valuable information to school planning teams about student wellbeing, engagement and effective teaching practices. As a result the Positive Behaviour for Learning teams implemented targeted strategies in the primary and secondary school with an focus on reinvigorating the Deadlies reward program for positive behaviour and collaboratively developing the Positive Behaviour for Learning (PBL) matrix for a variety of learning environments.

Working with the Department's Communication and Engagement team to undertake research helped the executive team to gain a better understanding of the community's perception of the school and build a communication plan based on the research and needs of the community. Management systems, structures and processes continue to improve to support teaching, learning and student wellbeing and communication with parents.

The establishment of the Alexandria Park Community School Facebook page has directly furthered the school's strategic direction of 'an engaged and connected Kindergarten – Year 12 community'. The purpose of the school's Facebook page is to enrich our Kindergarten to Year 12 learning community through building quality relationships in and beyond our school community by showcasing student achievement, educational programs, extra-curricular and enrichment opportunities, and school events.

All staff completed professional learning in Aboriginal Education, Aboriginal Culture and Connecting with Aboriginal Communities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student, staff, parent and community partner surveys and focus groups indicate that they have strengthened their engagement and connection to the school.	<p>Research investigating the attitudes and opinions of relevant stakeholders in relation to Alexandria Park Community School was undertaken. Current parents and those who interacted with the school mostly reported positive experiences and perceptions. Overall, there was a general feeling that the school had improved in recent times and the community perception was also more positive. The strengths of the school were seen to be the school culture and its strong sense of community, the Kindergarten – Year 12 nature of the school, the passionate and committed leaders and staff, and the selective classes and music programs.</p> <p>It was felt that there had been an improvement in parent communication, however, there was a desire for increased communication around student learning and progress. Overall, current parents felt that they had a positive relationship with the school and found staff to be approachable and helpful.</p> <p>In terms of external communication, the newsletter and Facebook page were seen as valuable sources of information. It was thought that the school could do more to promote itself and keep the community informed about the successes and achievements of the school.</p>	\$4 440 Community Consultation Funding

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student, staff, parent and community partner surveys and focus groups indicate that they have strengthened their engagement and connection to the school.	A primary school parent survey undertaken at a school event showed that 100% of parents felt connected and engaged with the school and found the school staff welcoming and friendly. Parents were asked which form of communication was most effective. Of the parents surveyed 90% thought that the school website was highly effective, 71% of parents surveyed reported that the school's Facebook page is highly effective, 85% thought that the newsletter was highly effective, and 92% thought that notes home were the most effective form of communication.	
Positive Behaviour for Learning (PBL) program is embedded into daily practice.	Staff and student surveys about the implementation and effectiveness of the PBL program showed that; 100% of teachers integrate the PBL expectations into daily practice and 89% of teachers reported that the PBL initiatives implemented in 2016 have had a positive effective on student behaviour and engagement. 91% of students reported that the PBL system supports them to behave positively in school (the NSW government norm is 87%)	\$3 000 General Operations \$10 000 Computer Coordinator

Next Steps

- Build positive relationships and engagement with local primary feeder schools.
- Improve communication with parents about student learning and progress.
- Consult widely to establish a set of Educational Principles which will drive the school's redevelopment and future strategic directions.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The employment of specialist primary and secondary Aboriginal Education Officers ensures an encouraging and supportive learning environment for Aboriginal and Torres Strait Islander students, parents, carers and community members. Resources were targeted to support individual Aboriginal students to accelerate their progress in learning achievement. Throughout the year funding supported the release of teachers to meet with parents, carers and students to discuss, create and review Personalised Learning Pathways (PLP's) which focus on learning and wellbeing goals. Aboriginal students who participated in the targeted reading project, a collaboration with Sydney University, demonstrated excellent improvements in their reading skills making the same or greater progress than their peers. Additional in-class support was engaged to support literacy learning with Aboriginal students in Kindergarten and Year 1. A teacher was employed to provide Year 11 and 12 individual support in their Higher School Certificate Courses. Through one on one tutoring, both in class and withdrawal, and through support after school hours, students completed assessment tasks and improved their class attendance. The AIME (Australian Indigenous Mentoring Experience) program provided Aboriginal students in Years 7 – 12 with a structured program to support them through secondary education with a focus on transition support from year 12 to university, further education, training or employment.</p>	<p>\$128 776 – 2.0 Aboriginal Education Officers</p> <p>\$12 406 – Personalised Learning Pathways</p> <p>\$1 000 – AIME</p> <p>\$19 820 Norta Norta Tutorial assistance</p> <p>\$6 126 Norta Norta learning assistance</p> <p>\$3 050 – Laptops for Stage 6 students</p>
English language proficiency	<p>A Kindergarten – Year 12 English as an Additional Language or Dialect (EAL/D) team of four teachers and an Executive EAL/D supervisor was established to build collaborative practice between EAL/D teachers to enhance their capabilities to lead improvement in English language proficiency. The EAL/D teaching team worked collaboratively across stages and key learning areas from Kindergarten to Year 12 to enhance teacher expertise to meet the needs of EAL/D learners. Co-teaching practices have been implemented across the middle and senior years. Teacher evaluations report that co-teaching as a strategy for professional learning on the role of the EAL/D teacher, the stages of second language development and the impact of different EAL/D teaching and learning strategies are a valued aspect of effective EAL/D programs. The EAL/D teacher team initiated and led engagement and enrichment programs such as the:</p> <ul style="list-style-type: none"> • Australian Language and Culture program for newly arrived secondary students. • Homework Centre providing individualised support in homework and assessment tasks for EAL/D students. 	<p>\$163 233 – 1.6 English as an Additional Language or Dialect teachers (EAL/D)</p> <p>\$21 270 – Professional learning for teachers</p>

English language proficiency	<ul style="list-style-type: none"> • Targeted Home Reading program for New Arrivals in the Primary School. 	<p>\$163 233 – 1.6 English as an Additional Language or Dialect teachers (EAL/D)</p> <p>\$21 270 – Professional learning for teachers</p>
Low level adjustment for disability	<p>43% of students require adjustments and learning support to access the curriculum. The Learning and Support (LS) team led whole school professional learning to strengthen teacher skills to implement appropriate adjustments in accordance with the Nationally Consistent Collection of Data (NCCD). 89% of teachers reported that the LS team's processes enhanced their capacity to provide differentiated instruction for identified students and cohorts. Students included in the NCCD have their individual adjustments recorded and continuously monitored. The employment of Student Learning and Support Officers (SLSOs) provided valuable additional class and playground support for targeted students to engage in curriculum, extra-curricular and social programs. An additional Learning and Support Teacher was engaged to support teachers to implement adjustments in Year 8 and 9 classrooms. Wellbeing data shows there was a noticeable decrease in negative incidents in the classes in which the support teacher was placed. 94% of students felt that having a support teacher in their class was either very helpful or helpful with their completion of classwork and understanding content. 89% of teachers felt that out of a range of possible options, having an additional support teacher in the lesson was the most significant factor in helping students complete classwork and understand the content of the lesson. 100% of teachers described having a support teacher as very helpful with completion of classwork and understanding of the content of the lessons. Using benchmark data the LS team identified students who were experiencing difficulty learning to read. Partnering with Sydney University a collaborative tutoring framework was introduced to improve the reading development of the identified students. Lessons were based on the science of reading and assessment data that clearly identified individual learning needs within the alphabetic principle, phonological awareness, comprehension, vocabulary and fluency and spelling. All students increased their reading levels with growth in reading for individual students improving from 8 months to 60 months. Specific programs for students who self-reported symptoms of anxiety and depression were introduced such as the Ted Knoff's anxiety intervention strategy, Stage 6 mindfulness and cognitive behavioural techniques. As a result of participation in the programs symptoms decreased in all areas of the Depression and Anxiety Scale.</p>	<p>\$91 819 – 0.9 Learning and Support Teacher (LaST)</p> <p>\$115 000– Learning and Support Officers</p>
Socio-economic background		\$20 000 – Teacher

Socio-economic background	<p>The purchase of iPads for classroom learning programs has increased access to technology for Kindergarten to Year 4 students and supported student engagement and learning through technology driven reading and writing programs. Funds provided additional release time for teams of teachers to collaboratively analyse data to identify learning needs, and plan high quality teaching, learning and assessment programs. Teachers across stages and key learning areas shared successful practices including samples of student work to promote consistency of teacher judgment and high expectations. With a focus on literacy teachers created accessible resources including templates for lesson and assessment differentiation.</p> <p>Applications were purchased that enabled teachers to develop digital lesson sequences to engage and support students in literacy learning. Resources to strengthen the school's Agriculture program were purchased. Agriculture continues to engage our school and community and provide our inner city students with unique learning opportunities.</p>	<p>Professional Learning</p> <p>\$11 500 – Technology</p>
Support for beginning teachers	<p>In 2016 the school had four beginning teachers in their first year and three beginning teachers in their second year of the program. Beginning teacher funds were used to provide these teachers with additional release time for early career professional development and growth. Beginning teacher professional learning goals and needs were aligned to their Performance and Development Plans and included structured mentoring, lesson observation, and participation in external personalised professional learning opportunities. Beginning teachers were mentored by expert internal and external teachers and collaboratively worked on professional practice and development. Two beginning teachers gained their accreditation at proficient during 2016. These teachers participated in a school based accreditation program to support them in this achievement. The feedback provided by teachers who participated in this program indicated that personalised support was instrumental in their professional development especially at this early stage of their career.</p>	<p>\$74 320 – Beginning Teacher Funds</p>
Technology	<p>In 2016 the technology team led professional learning for Kindergarten – Year 12 staff to introduce new technology, build teacher capacity and improve learning outcomes for all students. Primary teachers were provided professional learning in the use of iPads. 60 iPads, a variety of educational apps, a configurator, iPad trolley and other associated equipment was purchased. Regular professional learning sessions were delivered to train teachers to use iPads as tools to develop engaging lessons, with a focus on individualised learning and future</p>	<p>\$17 000 – Computer Coordinator</p> <p>\$11 500 RAM</p> <p>Socio-economic background</p>

Technology	<p>focused pedagogy. Secondary teachers participated in the Focus on Innovation program. The technology team delivered workshops that provided professional development in the use of a range of devices, software applications and pedagogy. To improve access for staff and students to technology 80 laptops were purchased for use by Year 5 to Year 12 students and 15 desktop computers were purchased to establish the Park Road Campus Computer Lab, catering for middle school students. This enabled the methodologies taught through in the Focus on Innovation program to be implemented. Ongoing maintenance of existing technology continued throughout 2016 which included the replacement of 4 older data projectors, a new installation of an interactive white board and other necessary equipment.</p>	<p>\$17 000 – Computer Coordinator</p> <p>\$11 500 RAM Socio-economic background</p>
Temporary Secondary School	<p>The secondary school had a successful transition to the new school site with learning spaces informed by future learning practices that facilitate excellence in teaching and learning. Funds were allocated to employ an above entitlement Head Teacher of Administration to coordinate the transition to the school and lead design projects ensuring that staff could focus on teaching and learning during the transition phase. All learning spaces have been equipped with new furniture informed by future learning practices. A focus group of key staff underwent professional development at the Department of Education's Future Learning Unit to understand educational principles and used this to inform the purchase of new furniture. Creation of a new senior study space was developed after consultation with senior students. Students maintained ownership of the process and have created user agreements governing the responsible and productive use of the space. New furniture was sourced for the space that provides for a mix of individual and collaborative learning. All learning spaces feature Android-enabled audio-visual interactive displays. Teaching staff underwent professional development on the use of the displays to enhance learning. Consultations with graphic designers resulted in the development of visual 'wraps' improving the aesthetics of the Buckland Building. The designs reflect the school's identity, heritage and connection with the community. Health, safety and duty of care procedures have been developed including the emergency response plan and policies and procedures specific to the new Buckland Street site.</p>	<p>\$7 066</p>
Positive Behaviour for Learning (PBL)	<p>Positive Behaviour for Learning (PBL) engaged students in learning through developing and delivering messages aligned to the core school values of Learning, Respect and Safety. Positive student behaviour was supported by the clear</p>	<p>\$3 000 General Operations</p>

Positive Behaviour for Learning (PBL)

visual signage around the school indicating appropriate behaviour in a variety of learning environments. The PBL signage was developed in consultation with staff and students and the language and location of signs was informed by community feedback. The PBL team implemented regular and engaging reminders of PBL goals at assemblies and year meetings and worked to revive the recognition and reward system, Deadlies, across the school. Students have been recognised for their achievements and engagement through receiving Deadlies connected to the Learning, Respect and Safety framework. To further celebrate positive behaviour in the school, secondary students and staff held a PBL carnival at the end of the year where students could use Deadlies to purchase items and participate in activities. Primary school students who achieve within the Deadly system are recognised and rewarded by participating in a Deadly excursion.

\$3 000 General Operations



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	238	291	306	370
Girls	220	257	288	301

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.3	92.5	93.9	93.7
1	87.9	88	93.7	94
2	90.9	91.3	90.1	93.6
3	87.1	84.6	93.7	88.6
4	95.3	85.5	86.8	89.6
5	95.4	95.2	92.4	93.9
6	94.1	94	94	92
7	95.1	92.2	92.2	93.2
8	93.5	88.8	89.5	89.9
9	92.9	92.3	86	89.5
10	92.9	90.1	92.1	89.7
11	86.7	88.9	86.3	89.3
12	93.6	89.1	90.4	89.4
All Years	92.5	90.7	90.7	91.4
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Non-attendance is managed through a range of measures and strategies. The primary approach is through effective and engaging teaching and learning practices and the PBL model to create a school environment that promotes student engagement and values attendance. Other strategies include SMS messaging to parents and carers of students not present in roll call, attendance monitoring for students

causing concern, a weekly phone home program, parent interviews for students with poor attendance or persistent partial absent, regular communications about attendance in school newsletters and the involvement of the Home School Liaison Officer and the attendance monitoring program.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	2
Employment	1	4	16
TAFE entry	4	0	6
University Entry	0	0	66
Other	0	2	0
Unknown	2	2	10

In 2016, 50 students sat their Higher School Certificate. Of these 50, 66% (33 students) were accepted into university and 16% (8 students) gained full-time employment. 12% (6 students) of the 2016 HSC cohort are Aboriginal. Of these students three are in full-time employment, (two as a result of their school-based traineeship), one has accepted a position at the University of Technology, Sydney, one is studying full time at TAFE and one is seeking employment.

Year 12 vocational or trade training

In 2016, 24% (12 students) of Year 12 studied a vocational course as part of their Higher School Certificate. These courses were delivered by a variety of Registered Training Providers including TAFE, Distance Education, Open Training Education Network (OTEN) and private Registered Training Organisations. 6% (3 students) of the 2016 cohort, completed a School Based Traineeship as part of their pattern of study for the Higher School Certificate. All three students have been offered further work and training from their employers.

Year 12 attaining HSC or equivalent

In 2016, 96% of Higher School Certificate candidates achieved their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	5
Classroom Teacher(s)	30.1
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.6
Teacher of ESL	1.6
School Counsellor	0
School Administration & Support Staff	11
Other Positions	5.1

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The School Counsellor allocation for semester 1 of 2016 was 0.4. In semester 2 this increased to 0.6.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Alexandria Park Community School has six staff members who identify as Aboriginal, two classroom teachers, two school administration officers and two Aboriginal Education Officers.

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	8

Professional learning and teacher accreditation

Teacher Professional Learning aligns to the schools' strategic directions in the School Plan 2015–2017. All

staff members participated in professional learning activities in 2016 including compliance training, professional development courses and observations. Professional learning was delivered internally at staff meetings, faculty and cluster meetings, school development days and collaborative practice conferences. External professional learning opportunities were provided to teachers, executive leaders and support staff via professional learning conferences which aligned to Professional Development Plans and strategic directions. In 2016 professional learning focused on evidence-based literacy, numeracy and engagement programs, such as Focus on Reading, L3, and ALARM. The technology teams led teacher learning in the use of innovative and engaging technologies which were implemented into teaching practices from Kindergarten – Year 12. The Wellbeing team participated in a conference aimed at implementing the Wellbeing Framework including auditing current processes and embedding the framework into year adviser roles and broader whole school initiatives such as PBL and Mindmatters. All staff completed modules of professional learning in Aboriginal Education and Community engagement. To strengthen teacher engagement in school planning, implementation and reporting professional learning was undertaken to better understand and use the School Excellence Framework as an evaluation and reflection tool. The school established an accreditation program which supports all teachers in attaining and maintaining their accreditation status. Through this program two teachers attained proficiency and one teacher maintained their proficiency.

Financial information (for schools using OASIS for the whole year)

Financial information

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

Income	\$
Balance brought forward	505 218.57
Global funds	563 636.21
Tied funds	460 520.39
School & community sources	255 685.38
Interest	12 405.80
Trust receipts	32 893.68
Canteen	0.00
Total income	1 830 360.03
Expenditure	
Teaching & learning	
Key learning areas	51 963.55
Excursions	41 358.56
Extracurricular dissections	118 724.09
Library	7 772.63
Training & development	0.00
Tied funds	525 210.53
Short term relief	125 548.81
Administration & office	145 411.16
School-operated canteen	0.00
Utilities	135 185.62
Maintenance	33 037.31
Trust accounts	44 079.51
Capital programs	0.00
Total expenditure	1 228 291.77
Balance carried forward	602 068.26

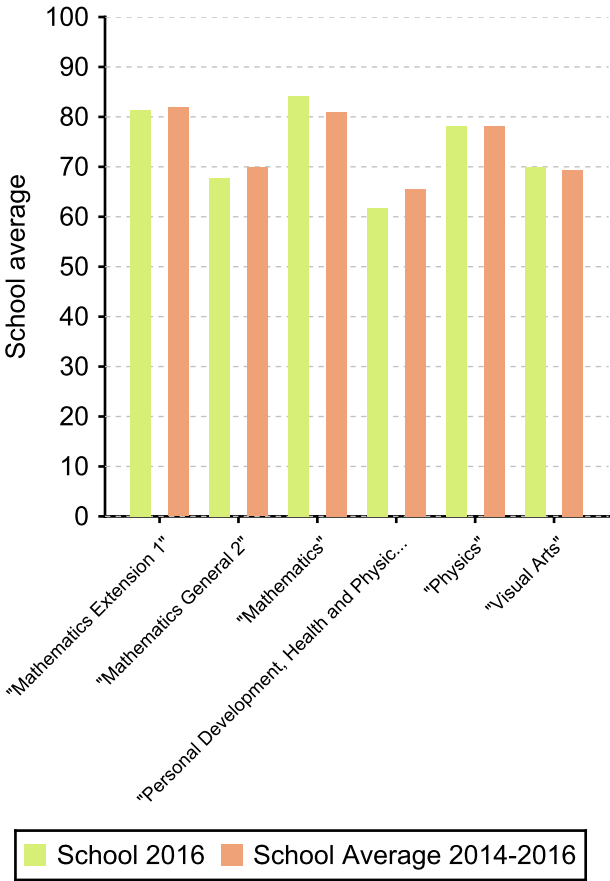
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

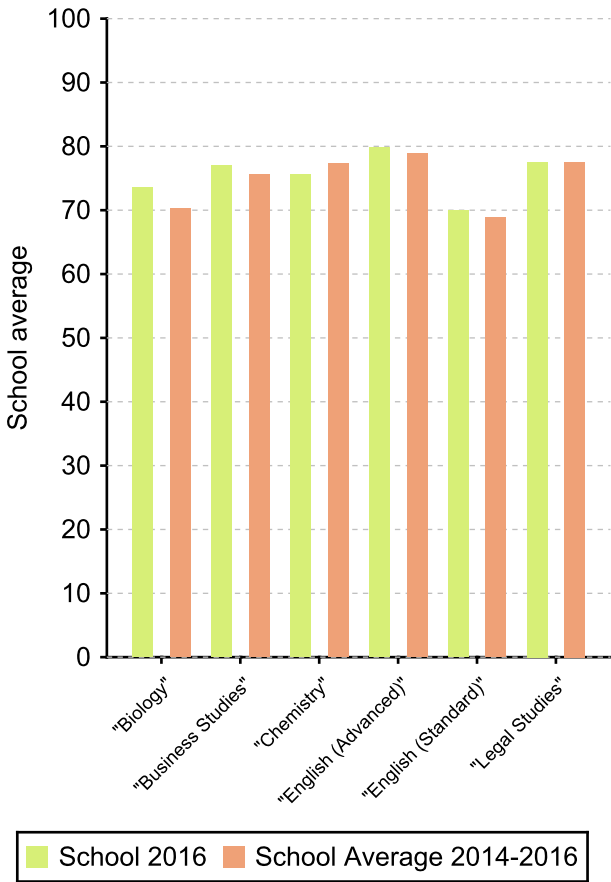
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 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.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

The school delivered extensive consultation with parents, students and teachers in 2016. Feedback and opinions regarding the temporary secondary school, the re-build of the new school, bell times, professional learning, uniforms, student wellbeing and Positive Behaviour for Learning were gathered from a variety of mediums including the Tell Them From Me survey, formal consultation with industry experts such as architects and educational environmentalists, student voice methodologies and collaboration with the broader school community.

Secondary school students, staff and parents were instrumental in the build of the temporary secondary school and the planning of the re-build of the new school with numerous consultations occurring in 2016. The Student Representative Council (SRC) consulted with students regarding concerns about learning environments and moving to a new location. Major concerns that arose regarding adequate amenities and disruptions to learning have been addressed in the building of the temporary school. An extensive consultation on bell times occurred with parents/carers, students and teachers to inform the major organisational changes required to combine the Secondary School and Primary School. Stakeholders including parents, teachers, primary and secondary students were asked to review, evaluate and interpret nearly 400 responses in order to recommend the most effective bell times for both schools. The commitment the school has to consultative decision making and student voice is further demonstrated by the inclusion of student representatives in both Program Reference

Groups.

Data from the Tell Them From Me survey indicated that 91% of students come to school with a positive attitude to learning and over 94% of students possess a medium to high academic self-concept. The results from this survey are used to regularly inform decisions and teaching practices across the school. The school also made a concerted attempt to improve communication with parents through the activation of the school's Facebook page. This form of social media has become an integral source of measuring student and parent satisfaction. Results from parent surveys about communication indicate high levels of satisfaction regarding communication and specifically with staff interaction with 88% of respondents indicating that they were extremely satisfied with the welcoming and friendly nature of staff.

Teachers are regularly consulted regarding professional learning and classroom practice. In 2016 teachers were asked about their engagement with and the success of the Positive Behaviour for Learning program. 77% of teachers believe that the Positive Behaviour for Learning program is having a positive impact on student behaviours.



Policy requirements

Aboriginal education

The school is committed to improving the educational outcomes for Aboriginal and Torres Strait Islander students and to increase the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people for students, staff and parents and carers.

Teachers consult with the local Inner City Aboriginal Education Consultative Group (AECG), Aboriginal staff, parents and community to deliver curriculum units of work and enrichment programs incorporating Aboriginal content and perspectives across teaching, learning and wellbeing programs.

Staff participated in cultural awareness training. Members of the Aboriginal Educational and Wellbeing team delivered three professional learning modules to staff throughout the year.

- Module 1 – Building understanding of Aboriginal Culture
- Module 2 – Connecting Schools with Aboriginal Communities
- Module 3 – Embedding Aboriginal and Torres Strait Islander content across the curriculum.

The course provided an opportunity for professional learning and collegial support for educators to increase their knowledge and understanding of traditional and contemporary Aboriginal culture.

National Reconciliation Week saw the high school initiate a Reconciliation Walk supported by the local member, Ron Hoenig, the Director of Public Schools Marrickville network Virginia Pacey, the Aboriginal Education and Wellbeing team and local partnership organisations. In the spirit of reconciliation the school walked to Redfern Park where after the Welcome to Country from Aunty Fay Carroll we listened to Paul Keating's Redfern Address and reflected on what this speech means to the process of Reconciliation.

National Aborigines and Islander Day Observance Committee (NAIDOC) celebrations are a major event bringing large numbers of the community to school. This year we launched our NAIDOC week with a flag raising ceremony and our NAIDOC assembly began with a traditional smoking ceremony.

Our partnership programs with local Aboriginal organisations continue to grow in strength. The National Aboriginal Sporting Chance Academy (NASCA) provides our students with regular mentoring and cultural support. AIME (Australian Indigenous Mentoring Experience) provided students with opportunities to experience university visits and the after school tutoring program supported students with homework and assignments. The Artist in Residence Program, a partnership with the Carriageworks, saw visual artist Tony Albert working with our students and teachers. Tony initiated an Aboriginal student led art competition which resulted in the publication of our school's 'Welcome to Country' book. This wonderful book, launched and sold at the Black Arts Markets at

Carriageworks, has provided valuable inspiration to the architect team designing the rebuild of the school. Yala Gari Living Languages program provided a series of poetry workshops for Stage 3 and secondary school students. Led by Wiradjuri and Gamilaroi woman poet Lorna Murno and Ngiyampaa, Yuin, Gumbangirriand Bundjalung musician and dancer Eric Avery the intensive poetry workshops encouraged experimentation with Indigenous language, place names, poetry, writing, art making and performance. An exhibition of final works was held during school assemblies.



Multicultural and anti-racism education

The school community takes great pride in its culture of harmony and respect for the students and families who represent over 30 language and cultural backgrounds. Multicultural education is embedded in curricular and co-curricular programs. PBL is a Kindergarten to Year 12 program which promotes tolerance, respect and celebration of diversity as part of daily school practice. Teachers implement NSW syllabi which have specific embedded outcomes recognising and respecting the cultural, linguistic and religious backgrounds of all students and encourage positive attitudes towards different perspectives and world views. Cross curricular programs promote an understanding and awareness of diversity within the school and broader community.

Teaching programs in literature using rich texts with multi-cultural themes and perspectives stimulate higher order thinking. Through teaching programs students are encouraged to celebrate and share their cultural traditions with each other. The Stage 3 multicultural public speaking competition engages students in a rich task combining thinking, reading, writing and speaking about multicultural issues that are important to them.

The staff are from a variety of cultures and language backgrounds enhancing community engagement and the promotion of cultural diversity. Staff have completed the 'Teaching English Language Learners' (TELL) training and are supported by specialist English Language Proficiency teachers. Interpreters are engaged to support parents and families at enrolment and formal parent teacher meetings. Harmony Day is a significant event for the school community with a spectacular diversity of cultures and languages shared and celebrated through multicultural workshops, costumes, dance, song and performances. As a result, students and the wider community experience positive relationships between cultures contributing to

intercultural inclusivity and supporting students to participate as active Australian and global citizens.

Other school programs

Music

The range of musical experiences available to students has continued to expand in 2016.

The Junior Vocal Ensemble gave a number of assembly performances during the year including Harmony Day, the ANZAC assembly and the annual concert for local seniors at the Cliff Noble Centre's CanTeen fund-raiser. The Concert Band included players from years 5–8. The Band gave their first performance for the year at the Alexandria Fair in Term 1. Later in the year they led the Music Count Us In event. The NAIDOC concert featured performances by all ensembles including the Alex Park Sapphires accompanied by the Alex Park NAIDOC Band. Two year 10 elective students performed an original composition based on the concept of Aboriginal navigation by the stars.

A new initiative this year was the formation of a five voice a cappella group from Stage 5. The girls performed at our NAIDOC celebration, Presentation Day and the Department of Family and Community Services Annual Conference in front of hundreds of delegates and FACS Minister, Brad Hazzard. The Junior Vocal Ensemble and a cappella Group had the great privilege of performing the National Anthem in Dharawal and English at the Indigenous Veterans' Commemoration Service in May. The ceremony was held this year on the site of our artist-in-residence, Tony Albert's, poignant memorial to his grandfather's war service.

Stage 3 students took part in a musical performance of 'Jack and the Beanstalk' based on Roald Dahl's Revolting Rhyme. The production offered an excellent opportunity for students to develop confidence and skills in a range of Performing Arts. Students were also encouraged and supported to take risks, accept responsibility, be self-disciplined and resilient, work as team members and be committed to the achievement of a long-term goal.

All primary students were again part of Music Count Us In, a very important national music education initiative. Some sang, some danced, some performed Auslan signing, some played instruments as they joined over half a million Australian students performing the song "Let It Play" at the same time on the same day all around the country.

The Alex Factor returned for its third year with the theme "Time to Shine". Students from years 3–6 participated in lunchtime heats with the best acts going through to the Finals Concert. Judges this year were our artist in residence, Tony Albert, actress Maddie Madden and Lyn Williams, artistic director of the Sydney Children's Choir who all commented on the very high standard of performances.

Secondary school students took advantage of a range of free after school music activities based at the Redfern Community Centre Recording Studio. Students have worked with professional musicians to develop skills in singing, guitar, hip hop beat making and music production. A number of our students won places in Arts Unit and other performing ensembles including the Sydney Southeast Symphonic Winds, the Sydney Youth Orchestra, the Sydney Children's Choir, the State Choir, the Senior Singers and the Combined String Ensemble. One student successfully auditioned to sing in Opera Australia performances of 'Tosca' in 2017. These ensembles provide talented music students with the opportunity to work with top music industry professionals and to perform in exciting large-scale performances. A number of our students undertook AMEB music exams on a range of instruments and in music theory from Preliminary to AMus A standard.

Alexandria Park Community School is the rehearsal venue for the Inner City hub of the Gondwana Indigenous Children's Choir. This choir offers free vocal coaching by Sydney Children's Choir staff for local indigenous students one afternoon each week. The students have already been part of a number of extraordinary performances.

Alexandria Park Community Centre

During 2016 the Alexandria Park Community Centre welcomed 607 participants, of whom 23% regularly participated in activities at the Community Centre. Of the known participants, there were 325 mothers, 64 fathers, 41 grandparents, 9 carers and 18 local community members. 9% of participants were Aboriginal or Torres Strait Islanders and 49% were from culturally and linguistically diverse backgrounds. The highest percentage cultural groups were Japanese, Chinese, Russian, Indonesian and Korean. We also welcomed several families from Mongolia. Of the participating children 361 were aged 0–3 years, 168 were aged 3–5 years and 84 were aged over 5 years. Of these children, 8 had identified additional needs.

Throughout the year there were 22 various activities where participation could be tracked. The activities offered were weekly programs, parenting programs, toy library, training programs, holiday programs and community events. Participation has been as follows:

- 398 participated in one activity
- 110 participated in two activities
- 48 participated in three activities
- 36 participated in four or more activities

In 2016 Alexandria Park Community Centre housed the following programs:

- Connect Redfern Schools as Community Centres Program
- Alexandria Park Early Childhood Health Clinic
- Save the Children's Play2Learn Mobile Playbus
- Aboriginal Education Council
- Aspect Building Blocks Team
- A part time Community Paediatrician and Ophthalmologist from the South Eastern

Sydney/Illawarra Area Health Service.

Some activities have a special purpose designed to meet identified needs of families and young children in vulnerable communities. All community members are welcome to participate in the programs on offer however, some families may find some program agendas provide a focus more suited to their particular needs than others. Weekly activities on offer by Connect Redfern at the Community Centre were:

- Music and Movement classes for families with children under school age
- Multicultural Playgroup for families from culturally and linguistically diverse backgrounds
- Alex Park Transition Playgroup for children aged 3–5 years
- Building Blocks Playgroup for children with autism (run by Aspect)
- Toy Library including parenting books
- Booktalk – free pre-loved children's books and books for adults
- Family Food Co-op
- Clothing and Equipment Swap
- Alexandria Community Garden

Additional programs run this year in partnership with other local government and non-government organisations included:

- 1.2.3. Magic Parenting program
- Two Circle of Security Parenting programs
- Sing and Grow
- Kids and Blokes Playzone
- Volunteer working bee with Eaton Industries and some school parents
- Three "Playgroups in the Park" family fun days held in Redfern Park
- Four Family Cultural Days on Waterloo Green
- Redfern Neighbourhood Day
- Summer on the Green
- Family Culture Day Christmas Celebration at Redfern Community Centre
- Holiday programs run by SDN Brighter Futures program including Sing and Grow

The Alex Park Transition Playgroup was very well attended in 2016 and again contributed healthy Kindergarten enrolments in 2017 with 90% of the enrolments having participated in some of the Community Centre activities and/or the Kindergarten Transition programs. One of the highlights of the Transition programs provided is an event called Kids and Blokes Playzone where Transition kids invite a significant male in their lives (e.g. father, grandfather, uncle, stepdad) to a night of fun and games including sharing a meal together. With a small team of helpers, including the three Kindergarten teachers, the night was a success with 16 blokes and 17 kids participating.

Thirty three people volunteered at the Community Centre usually for playgroups, the clothing and equipment swap or a community event. The Multicultural Playgroup has had a nearly childhood nurse visit each term to speak with the parents about any child development issues and the Transition Playgroup has a social worker from health attending weekly. The Community Centre has also received 556

separate donations of toys, books, clothing and household items which have been redistributed to local families.

The Alexandria Park Early Childhood Health Clinic has continued during 2016 providing clinics, home visits, new parent programs and solids groups. Due to the growing number of babies in the local health district the nurses are considering adding several programs in 2017. Aspect Building Blocks have continued operating weekly playgroups on Tuesdays for families with children aged under 5 years with autism. This also includes a support group for the parents/carers.

Student voice and Leadership (SRC)

The SRC has continued to gain status in the school and develop as an active stakeholder and decision maker of the school community. This has been achieved through engagement in various consultations including sending student representatives to the temporary secondary school and rebuild PRG meetings and by participating in collaborative data analysis and report writing for the bell time consultation.

The SRC has also improved the teaching and learning outcomes of students through conducting research into learning environments, student expectations and concerns regarding the new schools and the significance and function of uniforms. With this information, the SRC has been able to promote student perspective, voice and choice regarding how educational matters affect them.

The junior and senior SRC have also made a greater attempt to work together in preparation for a single campus. Both SRCs have spent time building connections across campuses and modelling appropriate relationships for all students. The junior and senior SRC engaged in a meet and greet session focusing on how younger and older children can work together. Representatives from each SRC also worked on the bell times consultation to provide perspectives from various age groups.

Beyond these activities, the senior SRC continued to support and develop its key values of leadership, contribution and diplomacy. The SRC worked with the PBL team to provide cleaner learning spaces through auditing, purchasing and decorating additional bins for the senior campus. Again the SRC led Harmony Day, a key student voice initiative in the school and supported NAIDOC celebrations. Select students also experienced international diplomacy by attending the State visit of HRH the King and Queen of Netherlands at the Opera House.

The junior SRC worked with the wider community to organise a school food drive. They worked closely with Foodbank Australia to arrange the donation of over 2000 food items to Australians in need. The junior SRC demonstrated leadership skills throughout the year by modelling PBL values and the students were responsible for providing extra equipment and playground games for the junior campus.

In 2017, the SRC aims to continue building relationships across campuses with the aim of emphasising the important contribution of students to the school. They will be actively involved in the conceptual design of the re-build and will serve as leaders during this important transition period.

Validation of Assessment for Learning and Individual Development (VALID)

The VALID program is an end-of-stage diagnostic assessment in the Sciences. In 2016, three assessments were delivered:

- VALID Science and Technology 6 (for Year 6 students)
- VALID Science 8 (for year 8 students)
- VALID Science 10 (for Year 10 students)

VALID Science 8 is mandatory for Year 8 students in NSW government schools. VALID Science & Technology 6 and VALID Science 10 are optional. All three VALID tests are interactive multimedia diagnostic assessments that are completed online.

The Year 6 results were significantly above state average with 70% of students achieving a Level 6, 5 or 4 compared with the state average of 49%. Only 30% of students achieved in the lower levels compared with the state average of 51%. The Year 8 results were significantly above state average with 76% of students achieving a Level 6, 5 or 4 compared with the state average of 60%. Only 24% of students achieved in the lower bands compared with the state average of 40%.

The Year 10 results were slightly above state average with 74% of students achieving a Level 6, 5 or 4 compared with the state average of 68%. Only 26% of students achieved in the lower levels compared with the state average of 32%. The trend analysis for VALID 10 demonstrated that the majority of Year 10 students (30 out of 46) achieved an actual growth significantly greater than the expected growth between their Year 8 and Year 10 assessment. An additional 13 students achieved growth in line with their expected growth while only 3 students failed to meet their growth expectations.

Student survey results for Years 6, 8 and 10 all demonstrated an overwhelmingly positive attitude to Science which was well above the state average. Students responded that they were interested in science, intended to study science in Years 11 and 12 and understood the career options available. Students also advised that science impacts their everyday life, helps them with decision making and helps them understand the world around them.