

# Albion Park Public School

## Annual Report



2017



1015

## Introduction

The Annual Report for **2017** is provided to the community of **Albion Park** 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.

Glenn Daniels

Principal

### School contact details

Albion Park Public School

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### Message from the Principal

The annual report for 2017 is provided to the community of Albion Park 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.

Albion Park Public School in accordance with its Management Plan have concentrated on 3 main areas. They are: Literacy and Numeracy, Curriculum and Assessment and School Culture. The school started in 2015 with a focus on Mathematics which it determined from numerous data sources was an area that the school needed to grow. During 2017 that focus continued with the introduction of the Australian Curriculum. It has been pleasing to see growth in the 2017 NAPLAN results with improvement in a lot of areas especially the value added area. This shows our continued focus is reaping reward. The teachers continued to implement training with a focus on providing a workable whole school Scope and Sequences in Mathematics to ensure all strands were being treated equally. A science committee continued to evaluate our approaches to teaching Science and evaluate the new syllabus to ensure our students and teachers had access to appropriate units and resources. Units were established and trialled throughout the year for all stages.

The school has been identified as a Bump It Up School (Premier's Priorities) and continue to focus on moving our middle students to the top bands in Reading, Comprehension and Numeracy. Several strategies were tried with great success with the main being a focus on Visible Learning strategies including Bump It Up Walls in classrooms. This included students having goals to achieve and being able to verbalise what their goals are and what they need to do to improve—empowering learning for students. Students, teachers and parents have been excited to see the changes occurring within our school.

The school continues to implement BYOD (Bring Your Own Device) policy for students in years 5 and 6 (stage 3). Numerous resources were allocated to this to ensure devices would be safe while at school. Both teachers and students have enjoyed the flexibility this has brought to lessons and the strong focus it has given technology within our school. This will continue into the future.

The P&C continue to support the school with fundraisers and activities which are integral to the school moving forward with community support.

Glenn Daniels

Principal

## School background

### School vision statement

Providing opportunities for students to develop 21st Century skills in a caring, friendly, engaging and supportive environment.

### School context

Albion Park Public School is situated in the Albion Park township amongst shops, commercial properties and private houses. The school has a student population of approximately 430 with 17 mainstream classes and 2 special education classes in a support unit. The school has a mix of older original school buildings and newer classrooms. It has extensive covered walkways and shaded areas and expansive play grounds. The school has a long history of sporting achievements, academic endeavours and participation in music festivals and choirs.

The Albion Park township is an older well established community. There are no particular growth or developing areas, younger families often buy homes in the area because they want to send their children to the school they attended.

Albion Park Public School has a proud and long history in the community with students being valued and supported, high expectations being paramount with an emphasis on academic achievement.

The school is well resourced, has extensive technology and supports all of its students.

## 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 the Learning Domain Albion Park P.S assessed the following elements resulting in:**

- |                               |                        |
|-------------------------------|------------------------|
| •Learning Culture             | Sustaining and Growing |
| •Wellbeing                    | Sustaining and Growing |
| •Curriculum and Learning      | Sustaining and Growing |
| •Assessment and Reporting     | Delivering             |
| •Student Performance Measures | Delivering             |

#### **In the Teaching Domain Albion Park P.S assessed the following elements resulting in:**

- |                               |                            |
|-------------------------------|----------------------------|
| •Effective classroom practice | Delivering                 |
| •Data skills and use          | Delivering                 |
| •Collaborative practice       | Delivering                 |
| •Learning and Development     | Working towards Delivering |
| •Professional standards       | Delivering                 |

#### **In the Leading Domain Albion Park P.S assessed the following elements resulting in**

- Leadership Delivering
- School planning, implementation and reporting Delivering
- School resources Sustaining and Growing
- Management, practices and processes Delivering

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Literacy and Numeracy

#### Purpose

Literacy is a lifelong skill that needs further development, to equip students with the skills to be confident individuals who strive for academic excellence.

Analysis from a range of data sources indicates an overall lack of growth in Numeracy over a number of years. Bump It Up is enabling us to look at a number of strategies to improve both Literacy and Numeracy results.

#### Overall summary of progress

Our continued focus on Mathematics has enabled a scope and sequences to be developed and teachers trialling different ways of teaching maths in line with TOWN training. Teachers have reported a greater understanding of short sharp concentrated lessons and the importance of concepts within Mathematics. PLAN data has been entered by all teachers and data is being reviewed to see where to now and make any necessary adjustments to teaching and learning programs.

In Mathematics the K–6 Scope and Sequences have been reviewed, adjusted and fully implemented. Plan data continues to inform teaching and learning programs and meeting individual student's needs. TOWN training has seen a strong focus on number, patterns and place value. Students have been encouraged to share the 'how and why' of their maths solutions resulting in a deeper understanding of the variety of strategies available to them.

In Literacy the continued staff training and implementation of L3 and FoR has realised a strong focus on explicit teaching of reading and comprehension. Tracking systems have been used to plot students progress and inform teaching and learning programs and targeting individual student needs.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)                     | Funds Expended (Resources) | Progress achieved this year  |
|--|----------------------------|--|
| Develop a Literacy/Numeracy tracking sheet in line with the continuum. |                            | Continued Professional Learning encompassing visible learning strategies and 'I can' statements.<br><br>All staff are tracking students assessment procedures and data.<br><br>Staff review data to inform teaching and learning programs. |
| Numeracy Scope and Sequence developed for K–2 in line with 3–6         |                            | K–2 and 3–6 Scope and sequences developed, implemented and reviewed and appropriate changes made.  |
| PLAN data indicates teachers entering data at least once per term.     |                            | Ongoing focus by supervisors and stage teams use data sheets and PLAN to program effectively to meet all students needs.<br><br>PLAN data discussed in stage/staff meetings.<br><br>PLAN data reviewed and used K–6 on a termly basis.     |

#### Next Steps

- All K–2 teachers to be trained in L3 and new 3–6 teachers trained in Focus on Reading
- Continue to utilise PLAN, FoR and L3 to monitor and plan effectively for student progress

- Ongoing professional learning on Visual Literacy including community practice schools.
- Staff training in the new Literacy Progressions
- Staff training in the new Numeracy Progressions
- Staff training in the updated PLAN which incorporates the new progressions

## Strategic Direction 2

### Curriculum and Assessment

#### Purpose

To improve academic and wider achievement through implementation of the Australian Curriculum, programming, school based scope and sequences, assessment tasks, PLAN and technology.

#### Overall summary of progress

Staff members continue to deepen their understanding of the new Geography and Science curriculums. A K–6 Scope and Sequence has been developed for both Science and Geography. The science committee continues to further enhance the units of work developed, taught and reviewed by staff. Additional resources and a storage area have all been utilised.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources) | Progress achieved this year   |
|---|----------------------------|---|
| Review of current scope and sequences for new curriculums (Science, History–Geography), develop, adapt and change in line with incoming curriculums K–6 |                            | School scope and sequence developed for K–6 for Science and Geography Units identified for stages with possible 2 year cycle units<br><br>Resources, materials specific for units developed, collated and aligned with units and curriculum.. |
| Develop bi annual assessments utilising TOWN training and class based assessments.  |                            | Mathematics assessment tasks developed in line with the school scope and sequence K–6.<br><br>Effective analysis of school based data and NAPLAN to identify and support individual students progression in literacy and numeracy.            |

#### Next Steps

- Continued development and review of stage Science, History/Geography units
- review K–6 scope and sequences developed for Science and History/Geography
- Implement, review and refine assessment tasks aligned with K–6 units and scope and sequence.
- Continued focus on the analysis of school based data and NAPLAN to identify and support individual students progression in literacy and numeracy with a focus on moving the middle to the top.

## Strategic Direction 3

### School Culture

#### Purpose

To improve and build community relationships with the school through positive educational, welfare and communication experiences.

#### Overall summary of progress

During 2015 a welfare committee was formed and started looking at our system as a whole. After surveying the staff they decided to start at looking at a number of things including a school wide(class) discipline system, pink cards, timeouts and recording of important data like Individual Learning Plans, OOHC plans and Learning Support team minutes. The Learning Support Team have supported the committee and worked alongside them in helping to produce a school wide online recording system.

Over the last 3 years, in conjunction with departmental policies and the Student Wellbeing Framework our school undertook a full evaluation of its current student welfare policies and procedures. The role and organisational structure of the Learning Support Team was a key component of this process. Parents, students and all staff were surveyed, and school documentation was reviewed by the student welfare committee. Recommendations from this evaluation have been implemented and reviewed annually to ensure a policy and procedure that sees all students treated with respect, procedural fairness and encouraged to use positive behaviours for learning.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)                          | Funds Expended (Resources) | Progress achieved this year   |
|---|----------------------------|---|
| Review and update of welfare policy and systems                             |                            | Committee reviewed polices with goals developed for the year. Goals achieved: <ul style="list-style-type: none"><li>• K–6 class discipline system developed</li><li>• Tracking of use, purpose and reasons for school pink card system</li><li>• Collation of staff surveys re pink card system focussing on best practices and consistency.</li><li>• With staff consultation new procedures developed.</li></ul>  |
| Development and implementation of the Performance and Development Framework |                            | All teachers are involved in the PDP process and completing plans with identified goals for ongoing improvement of professional practice. <ul style="list-style-type: none"><li>• All stage groups K–6 have QTSS timetabled.</li><li>• Teachers engage in the Reflection on Practice Tool/SEF survey to develop awareness of self and school development</li><li>• Observation lessons conducted, reviewed and appropriate paperwork completed.</li></ul> |
| Maintain attendance rates to within 1% of the state average                 |                            | Attendance issues updated and policy reviewed to maintain attendance rates including the following protocols: <ul style="list-style-type: none"><li>• review of roll marking procedures with students, staff and community.</li><li>• Students with attendance issues are identified and monitored using strategies to engage all learners.</li></ul>   |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)       | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Maintain attendance rates to within 1% of the state average |                               | <ul style="list-style-type: none"><li>• Letters sent home following departmental policy for all students with below acceptable attendance.</li><li>• Staff and parents work together to plan for improved attendance.</li></ul> |

## Next Steps

- Continue to evaluate the welfare policy and update where necessary
- Review and update the time out procedures, times, length and personnel
- Review positive and negative interactions in line with our welfare policy
- Review Welfare policy

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Aboriginal background loading</b>                | \$29,496  | All students have a personalised learning plan(PLP) and are making progress across the continuums. Staff analysis of PLAN and NAPLAN data inform programs in literacy and numeracy with SLSO's providing additional support implementing these programs. All students participated in a special day with activities designed to focus on the appreciation of Aboriginal culture.                                   |
| <b>English language proficiency</b>                 | \$8,784   | Students are supported by School Learning Support Officer (SLSO) time throughout the year.   |
| <b>Low level adjustment for disability</b>          | \$141,636   | This was used to support students identified by the all staff. Staff identify each students needs and adjust programs accordingly. The Learning Support Team considers all needs and timetables additional classroom support assisting teachers to implement teaching and learning programs. The literacy and numeracy programs of FoR and TOWN continue to provide a repertoire of strategies for these programs. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Staffing allocation<br>Semester 1 – 0.32<br>Semester 2 – 0.64 | This was used to allow teachers time off class to work on their goals and the Personal Development Plan (PDP) which was implemented in the second half of the year.  |
| <b>Socio–economic background</b>                    | \$225,361   | A number of projects were supported with this funding including Key Learning Areas of English, Maths, Science, Geography,History, CAPA and PDHPE. Additional time provided to expand the Library program and implement additional technology programs.   |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 205        | 204  | 210  | 222  |
| Girls    | 220        | 221  | 225  | 207  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.8 | 95.3 | 94.7 | 94.6 |
| 1         | 95.6 | 93.3 | 94.4 | 94   |
| 2         | 93.7 | 93.6 | 92.7 | 94.1 |
| 3         | 94.3 | 92.6 | 94   | 91.3 |
| 4         | 94.2 | 94.8 | 93.2 | 94.2 |
| 5         | 94.6 | 94.3 | 93.9 | 91.7 |
| 6         | 91.2 | 93.6 | 93.8 | 92.3 |
| All Years | 94.2 | 93.9 | 93.8 | 93.2 |
| State DoE |      |      |      |      |
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.2 | 94.4 | 94.4 | 94.4 |
| 1         | 94.7 | 93.8 | 93.9 | 93.8 |
| 2         | 94.9 | 94   | 94.1 | 94   |
| 3         | 95   | 94.1 | 94.2 | 94.1 |
| 4         | 94.9 | 94   | 93.9 | 93.9 |
| 5         | 94.8 | 94   | 93.9 | 93.8 |
| 6         | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94   | 94   | 93.9 |

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 4    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 16.9 |
| Teacher of Reading Recovery           | 0.53 |
| Learning & Support Teacher(s)         | 1    |
| Teacher Librarian                     | 0.8  |
| Teacher of ESL                        | 0    |
| School Counsellor                     | 1    |
| School Administration & Support Staff | 5.42 |
| Other Positions                       | 1    |

\*Full Time Equivalent

Albion Park Public School have 3 staff who identify as having Aboriginal heritage.

### 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             | 20         |

### Professional learning and teacher accreditation

During 2017 the staff of Albion Park Public School completed a number of professional learning activities both mandatory and optional. A number of teachers were also involved in a number of varying courses related to their own teaching goals and interests. All staff participated in their Professional Development Plans (PDP) with these forming the basis of ongoing professional learning throughout the year. Mandatory and other identified professional learning courses included:

- Child Protection,
- Code of Conduct,
- CPR,
- First Aid,

- Best Start,
- Disability Standards for Education
- Anaphylaxis.
- Focus on Reading
- TOWN ( Taking Off With Numeracy)
- L3 ( Language, Literacy Learning)
- LMBR, SALM and SAP finance training
- E–emergency care
- Health and Safety courses
- Health care Procedures
- Embedding Formative Assessment
- High Impact Leadership

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

|                                       | 2017 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 281,393          |
| <b>Revenue</b>                        | 4,158,421        |
| Appropriation                         | 4,060,278        |
| Sale of Goods and Services            | 2,667            |
| Grants and Contributions              | 91,147           |
| Gain and Loss                         | 0                |
| Other Revenue                         | 0                |
| Investment Income                     | 4,329            |
| <b>Expenses</b>                       | -3,952,654       |
| Recurrent Expenses                    | -3,952,654       |
| Employee Related                      | -3,630,983       |
| Operating Expenses                    | -321,671         |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 205,767          |
| <b>Balance Carried Forward</b>        | 487,160          |

### Financial summary equity funding

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

|                       | 2017 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 2,795,810        |
| Base Per Capita       | 68,451           |
| Base Location         | 0                |
| Other Base            | 2,727,359        |
| <b>Equity Total</b>   | 405,277          |
| Equity Aboriginal     | 29,496           |
| Equity Socio economic | 225,361          |
| Equity Language       | 8,784            |
| Equity Disability     | 141,636          |
| <b>Targeted Total</b> | 339,485          |
| <b>Other Total</b>    | 292,840          |
| <b>Grand Total</b>    | 3,833,412        |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

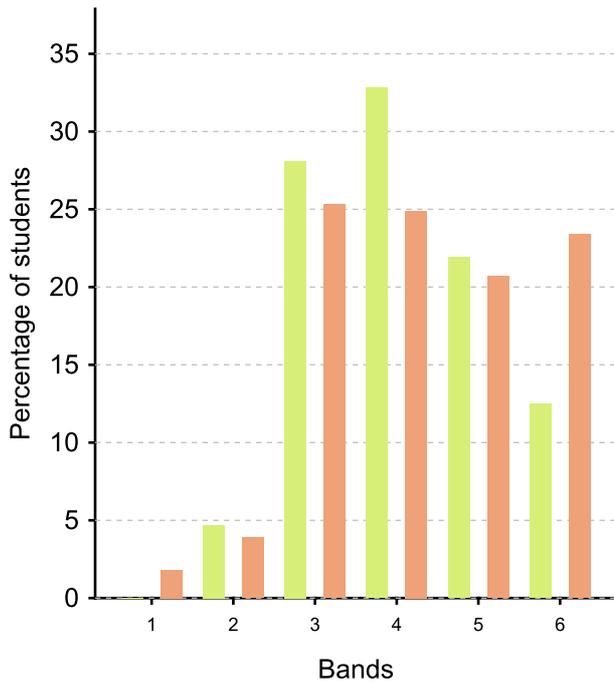
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

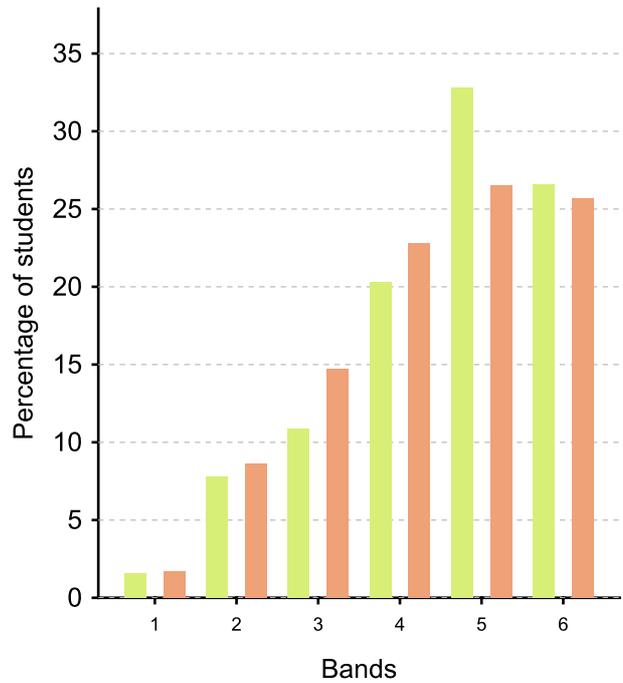
## NAPLAN

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.

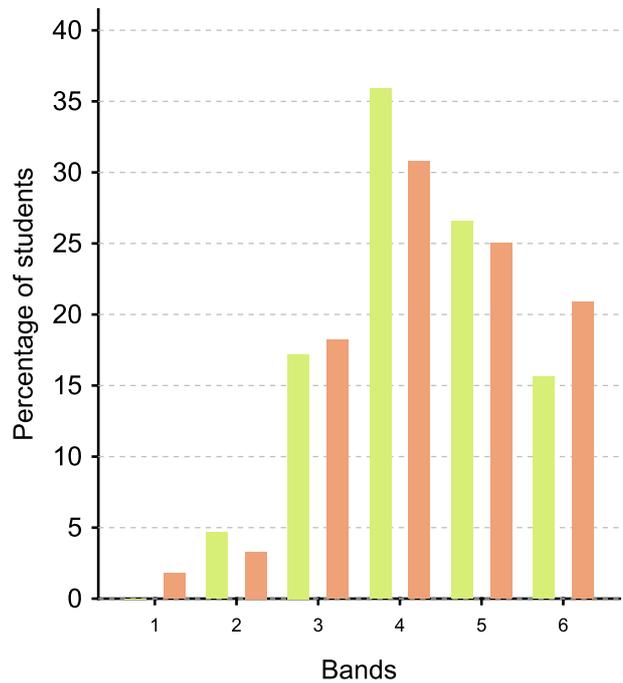
**Percentage in bands:**  
Year 3 Reading



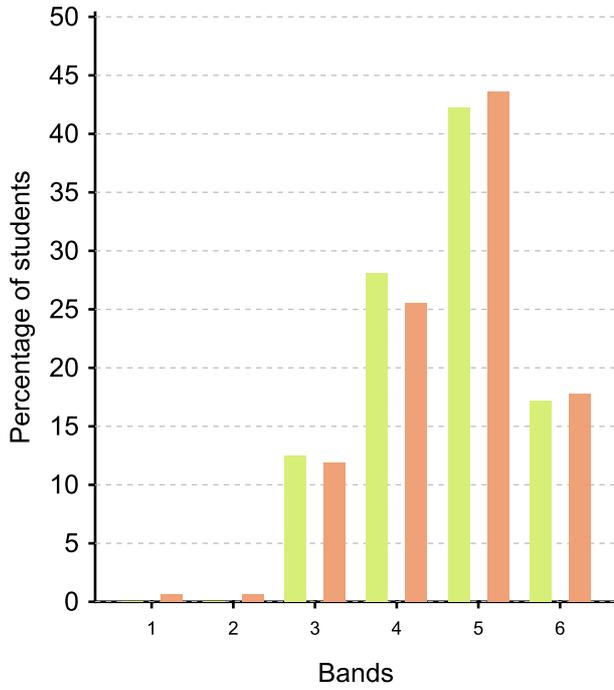
**Percentage in bands:**  
Year 3 Grammar & Punctuation



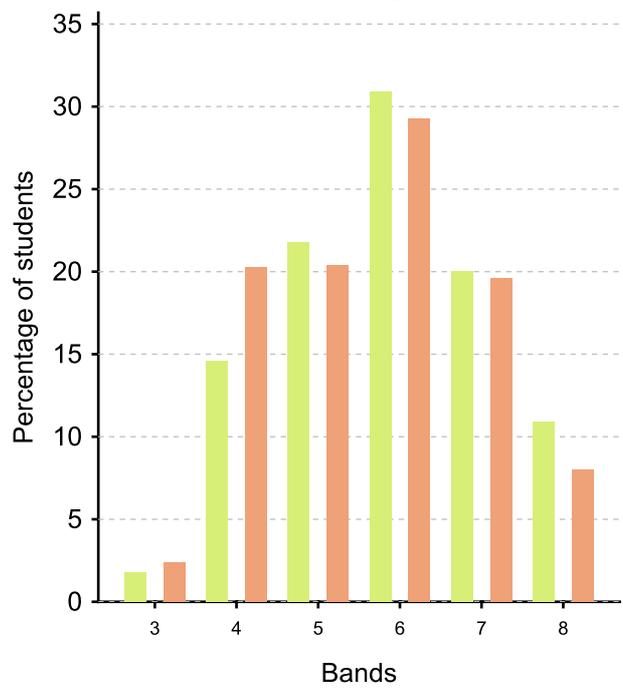
**Percentage in bands:**  
Year 3 Spelling



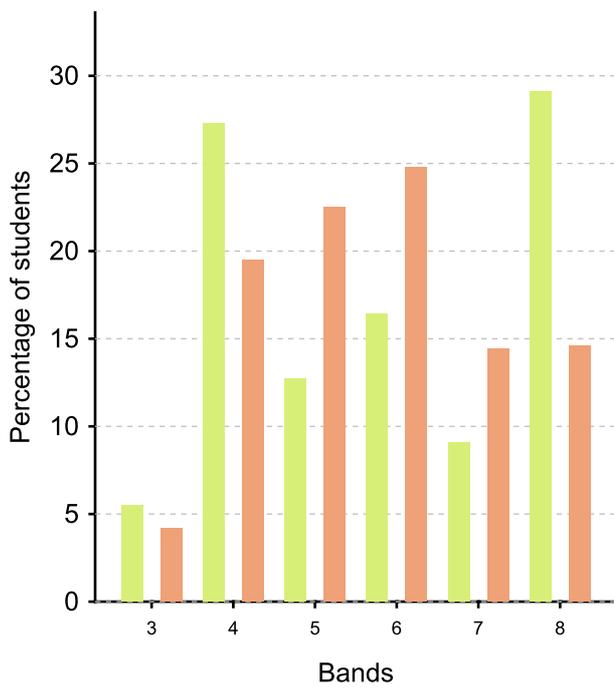
**Percentage in bands:**  
Year 3 Writing



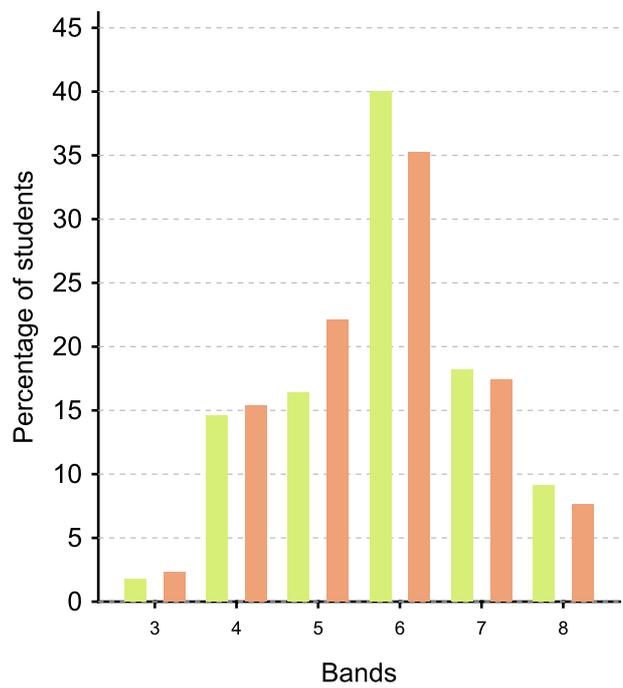
**Percentage in bands:**  
Year 5 Reading



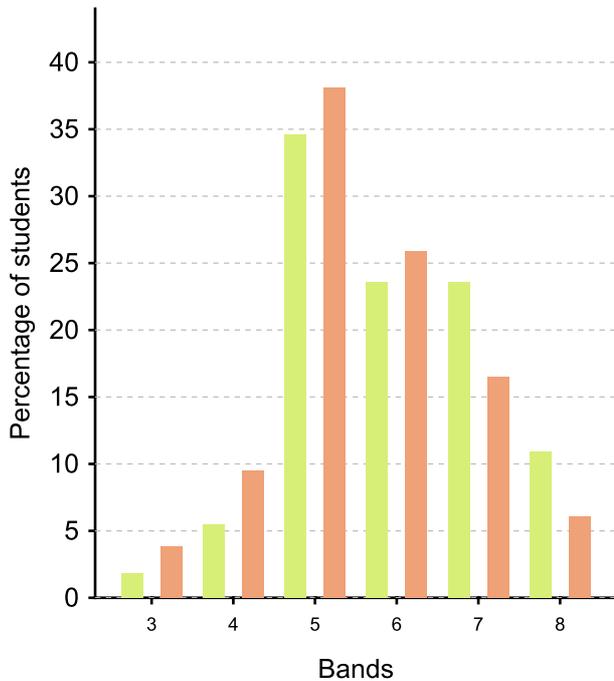
**Percentage in bands:**  
Year 5 Grammar & Punctuation



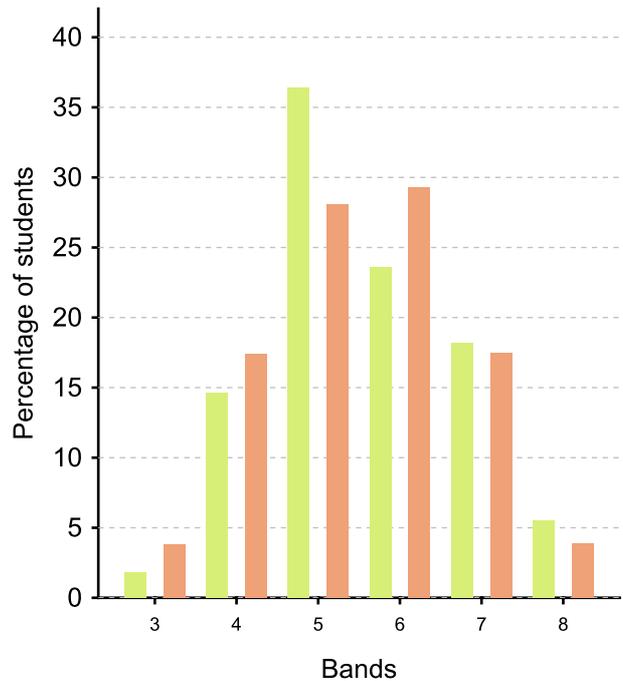
**Percentage in bands:**  
Year 5 Spelling



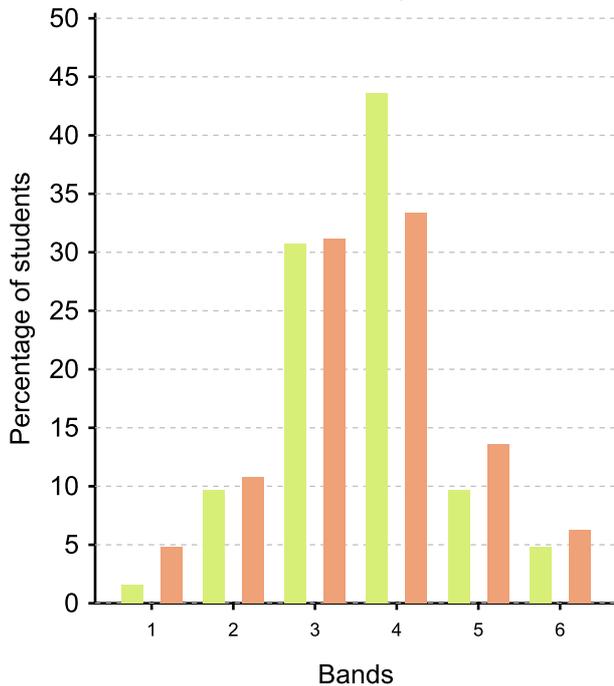
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school continues to use effective analysis of data to inform school programs, in Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN ( Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5). In Year 3 Reading over the last three years the school has an average of 20.7% of students in Band 5 and 23.5% of students in Band 6. In Year 5 Reading, from 2015 to 2017, the school has increased the Band 8 results by 5.7% and has 20% of students in Band 7.

In Year 5 Numeracy, in 2015 the school had 13.8% of students in the top two bands and in 2017 the school had 23.7% of students in the top 2 bands.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year our school used **Tell Them From Me**, which is a web based evaluation system to survey our students. This report was prepared by Dr. J. Douglas Willms, Director of the Canadian Research Institute for Social Policy at the University of New Brunswick. It was based on data from 90 students at Albion Park Public School that completed the *Tell Them From Me* student survey in 2017. Some sections of this report have been used to present the student responses.

This year the focus was on student engagement in their

learning. Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

At Albion Park Public School

- 85% of students have a sense of belonging which is above the NSW Government norm of 80%

- 88% of students enjoy positive relationships at school which is above the NSW Government norm of 86%

- 95% of students valued school outcomes at school with the NSW Government norm being 95%

- In our school 91% of students had positive behaviour with the NSW Government norm of 83%

- In our school students have many opportunities to participate in extra-curricula activities with many students involved in a number of activities. The survey showed that 51% of students participated in band, orchestra and choir, 35% in producing the school magazine and newspaper and 34% in photography, art/craft group.

Intellectual engagement entails a series of emotional and cognitive investments in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and students intellectually engaged at Albion Park Public School in the following areas are:

- 77% of our students are interested and motivated with the NSW Government norm of 77%

- Effort – 94% of our students try hard to succeed in their learning with the NSW Government norm of 88%

- Students were asked if they felt confident and challenged in their skill in English and Maths. 35% of our students were in the desirable quadrant with high skills and high challenge and 29 % of students were confident about their skills but did not find lessons challenging.

- Students were asked if they expected to go to university after high school – 53% strongly agreed, 15% agreed with 22% unsure and 10% disagreeing with that expectation.

DRIVERS of student engagement. When looking at the five school level factors that were consistently related to student engagement responses showed that we were above or at the NSW Government norm in all areas:

- Effective learning time – our students rated this area 8.7 out of 10 with NSW Govt norm of 8.2

- Relevance of classroom instruction – our students rated this area 8.2 out of 10 with NSW Govt norm of 7.9

- Classroom instruction is well organised, has a clear purpose with feedback and help provided– our students rated this area 8.8 out of 10 with NSW Govt norm of 8.1

- Positive Teacher student relationships – our students rated this area 8.7 out of 10 with a NSW Govt norm of 8.3

- Positive learning climate – our students rated this area 7.7 out of 10 with a NSW Govt norm of 7.1

- Teacher expectations for success – our students rated this area 9.0 out of 10 with a NSW Govt norm of 8.6

- Advocacy at school – our students rated this area 7.9 out of 10 with a NSW Govt norm of 7.6

## Policy requirements

### Aboriginal education

We participated in the Reconciliation Walk during National Reconciliation Week which is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey, – The anniversaries of the successful 1967 referendum and the High Court Mabo decision. We learn about our shared histories, cultures and achievements. Knowledge, understanding and appreciation of Aboriginal Culture is evident in teaching and learning programs.

The school has a small percentage of students who identify as Aboriginal (6%). All of these students are assessed in numeracy and literacy and a personalized learning plan is developed in consultation with parents/careers. All of our teachers participated in the No Gap No Excuse teacher professional learning.

NAIDOC Week celebrations were organised with a special day run by a company which saw all students participate in Boomerang throwing, face painting, arts and Aboriginal story telling and artefacts as part of the celebrations.

### Multicultural and anti-racism education

Teachers through integrated units in History, Geography and Science address cultural differences throughout the world. Anti-bullying forms a part of Personal Development, Health and Physical Education lessons and is spoken about during assemblies when needed. The school has an Anti-Racism Contact Officer(ARCO) who also deals with any issues as they arise.