

Albion Park Rail Public School

Annual Report



2017



4121

Introduction

The Annual Report for **2017** is provided to the community of **Albion Park Rail Public School** as an account of the school's operations and achievements throughout the year.

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

Fiona Flannery

Principal

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School background

School vision statement

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

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

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

School context

Albion Park Rail Public School, located in the Shellharbour City Council currently caters for around 360 students. The school hosts 13 mainstream classes and a number of special education classes including two intellectually mild (IM) and two Multi-Categorical (MC) classes.

Our school has been part of the Early Action for Success initiative for four years. We have extended this into years 3–6.

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

Aboriginal enrolments are increasing with 82 students being identified. Norta Norta continues to be implemented within the school. This allows for the employment of several local Aboriginal staff.

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

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

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 domain of Learning we have provided all students with high quality engaging learning experiences, that encourage problem solving and creative life long learners. This was achieved by all students in K–6 being engaged in research based quality teaching pedagogy in both literacy and numeracy. This has enabled us to improve early identification and interventions to ensure that we have provided stronger, tiered intervention support for individual students. Students with high learning needs are being identified early and their parents are increasingly involved in planning, and supporting the learning directions for them. Changes in teacher practice, including the use of technology, data analysis, classroom observations and syllabus knowledge, has resulted in increased levels of student learning and engagement. The school provides a range of extra–curricula offerings to promote student engagement and encourages students to accept responsibilities for their own behaviour.

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

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

Our 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

STRATEGIC DIRECTION 1: Learning

Purpose

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

Overall summary of progress

Targeted professional learning, quality teaching, and ongoing continuous assessment have been a key focus in 2017. This is grounded in the underpinning principles of evidence-based research and pedagogy in literacy and numeracy.

Staff members continue to deepen their understanding of the new English, Mathematics, Science, Geography and History syllabuses.

All students have had access to quality teaching and learning practices that are engaging and responsive to individual needs through the tiered interventions and support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">80% of students to achieve appropriate levels in literacy and numeracy.	<p>\$6000 (Data conversations)</p> <p>\$20 000 teaching resources– all KLAs</p> <p>\$10 000 writing POD days</p> <p>\$6 000 Building Blocks</p>	80% of students on track in reading, comprehension, writing and numeracy K–6 collated from PLAN reports.
<ul style="list-style-type: none">Aboriginal students achieve performance in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State.	AEO allocation \$40 000 (0.6)	Year 3 Numeracy 33% in top two NAPLAN bands Year 3 Reading 20% in top two NAPLAN bands Year 3 Writing 30% in top two NAPLAN bands
<ul style="list-style-type: none">100 % of teachers will program and implement new curriculums.	\$9 200	Increased knowledge and confidence in implementation of all new syllabuses.

Next Steps

Provide opportunities for collaborative practice to occur to enable teachers to learn together, plan together and make consistent and valid judgements on student work samples. Increase professional conversations and improvement-focussed feedback techniques for all staff members. This will continue to develop effective observation and refine teaching practice to improve student learning outcomes.

Continue to provide quality professional learning in literacy, numeracy, learning progressions and PLAN2 software to expand teacher knowledge and understanding in order to cater for the individual learning needs of each student, with a particular focus on writing. Participate in Building Numeracy Leaders professional learning to deepen knowledge of authentic tasks in numeracy and build number sense in students.

Support and develop teacher capacity K–6 in the analysis of class data in preparation for data conversations with the instructional leader and mentors. Improve school wide systems to support all teachers in gaining and maintaining accreditation.

Strategic Direction 2

STRATEGIC DIRECTION 2: Involvement

Purpose

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

Overall summary of progress

The continued whole school focus on maintaining positive and supportive relationships throughout the school and wider community has been achieved through a focus on positive student wellbeing and community involvement. The additional opportunities to cater for student learning through our Environmental and Alternatives Education Programs has resulted in a high level of student engagement, particularly those from aboriginal and low socio-economic backgrounds. Teachers are providing students the opportunities to engage with their learning and be creative and critical thinkers through the use of online journals and platforms such as the Google Suite.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All class teachers are using online journals e.g. See Saw to allow students to create, share and reflect on their learning.	\$5 000	Video students using Google Classroom / SeeSaw for students.
As a result of actively engaged students there is a reduction in detentions and suspensions with increased student attendance as reported on Sentral.	\$160 000 Chaplain – \$3000 (Semester 1 and 2)	10% decrease on negative incidents from previous year. Written Review of Chaplaincy program.
Increase of parents/carers and community members in school events and initiatives.	\$10 000	Increase parent involvement and attendance to all school based activities including meet the teacher night, Education Week and Community Carols. Photos of community involvement.

Next Steps

All staff are actively engaged with online journals to effectively provide student feedback. Staff are using the G suite including Google Classroom to increase student engagement and involvement in learning. Extra-curricular activities such as Alternative Education, Chaplaincy and Well Being Programs continue to be implemented and expanded across the school.

Strategic Direction 3

STRATEGIC DIRECTION 3: Leading

Purpose

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

Overall summary of progress

The Performance Development Process (PDP) has continued to allow staff to engage within a reflective work practice and work strategically to develop their knowledge and abilities and take on roles to support their development as professionals and leaders. Several staff members have successfully led Teacher Professional Learning sessions as well as led and managed a number of integral school committees. The amount of leadership roles for students have increased, responsibilities have been clearly defined and designated across the students within Years 2–6 allowing the students to experience success in leadership roles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of Aboriginal students in school leadership roles including SRC, library monitors, peer support leaders and school sports captain's increases.	\$1 000	An average of 25% of the school leadership roles were carried out by Aboriginal students which is proportionate to our school population.
Staff participation rates increase in both formal and informal leadership roles (as measured by staff in relieving roles, leading TPL and committees).	\$100 000	Three staff had the opportunity of relieve in Assistant Principal roles (AP). Each AP relieved in the Deputy Principal's (DP) role for a week and DP relieved in the Principal's role for a period of five weeks. Approximately one third of non-executive teachers were involved in the delivery of TPL.
Performance Development Plans (PDPs) are in place, which set goals, and plan the careers of all staff.	\$10 000	All teaching staff have a PDP based on Department policy looking towards future goals and building capacity. SASS staff also developed PDP and TPL was provided to support some of their professional goals.

Next Steps

Continue to provide leadership opportunities for students and teachers. Create role statements/contracts for students to ensure clear understanding of expectations and roles.

Provide mentoring for New Scheme Teachers utilising the Beginning Teacher Funds.

Utilise Leaders of Learning to support further development of staff

Continue to provide support to teaching and SASS staff throughout the PDP process.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$66 000	<p>All students have a Personalised Learning Pathway (PLP) to help increase student attendance and engagement.</p> <p>AEO works to further support Aboriginal students, improving literacy and numeracy outcomes, engagement and attendance.</p>
Low level adjustment for disability	\$50 000	Teachers personalised learning for identified students and school resources were allocated enabling the students to become independent learners.
Quality Teaching, Successful Students (QTSS)	\$10 000	Self-assessment PDP and annual review.
Socio-economic background	\$290 000	<p>Formed an extra class to support literacy and numeracy outcomes.</p> <p>Deputy Principal Learning and Engagement employed.</p>
Support for beginning teachers	\$52 000	<p>Extra RFF each week.</p> <p>Professional learning – L3, Building Blocks for Numeracy.</p> <p>Beginning teachers being mentored.</p>
Targeted student support for refugees and new arrivals	\$7000	Happy and engaged in school.
Early Action For Success	\$80 000	<p>Instructional leader supported by interventionist teacher to coordinate the identification of the literacy and numeracy achievement of all students K–3.</p> <p>Replenished resources and materials to support teaching literacy and numeracy.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	179	178	170	190
Girls	143	146	152	158

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	93.7	92.2	92.2
1	96.8	93.8	95	90.2
2	93.6	93.3	93.7	91.9
3	93	92.9	94.6	92.3
4	93	89.4	96	91.6
5	93.2	93.2	90.6	91.1
6	93.8	92.8	93.8	90
All Years	94	92.7	93.7	91.4
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)	16.74
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.72
Other Positions	0

*Full Time Equivalent

1 x Aboriginal Education Officer

4 x Student Learning Support 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	80

Professional learning and teacher accreditation

High quality and research based professional learning has been provided to K–6 teaching staff in literacy and numeracy. All staff participated in mandatory professional learning in CPR, Anaphylaxis and Child Protection training.

Teachers have developed skills in consistent teacher judgement and analysis of data to support the teaching and learning within their classes.

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 (\$)
Opening Balance	467,319
Revenue	4,657,550
Appropriation	4,558,995
Sale of Goods and Services	1,298
Grants and Contributions	94,797
Gain and Loss	0
Other Revenue	0
Investment Income	2,460
Expenses	-4,918,894
Recurrent Expenses	-4,918,894
Employee Related	-4,471,058
Operating Expenses	-447,836
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-261,343
Balance Carried Forward	205,975

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,176,877
Base Per Capita	55,256
Base Location	0
Other Base	2,121,621
Equity Total	650,496
Equity Aboriginal	87,202
Equity Socio economic	404,134
Equity Language	1,233
Equity Disability	157,928
Targeted Total	792,534
Other Total	670,191
Grand Total	4,290,099

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.

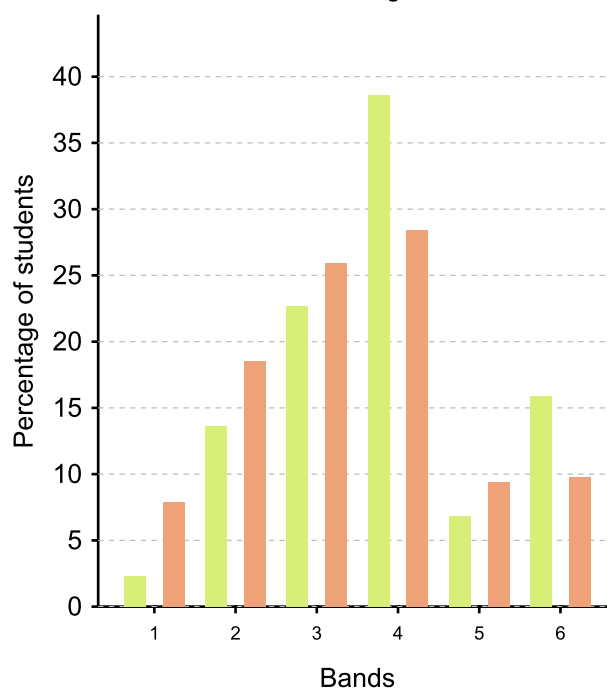
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

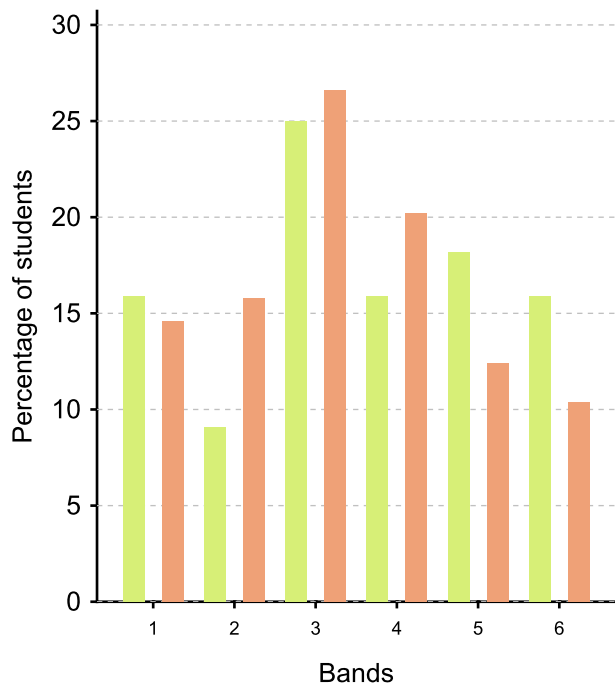
NAPLAN

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.

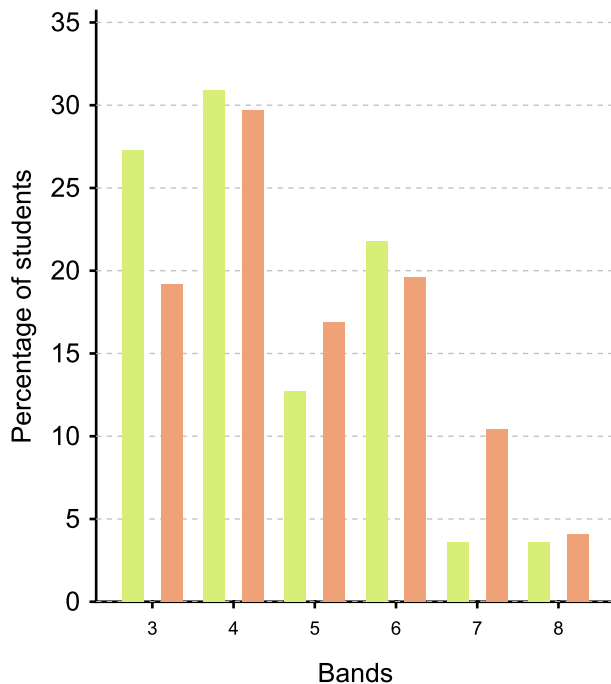
Percentage in bands:
Year 3 Reading



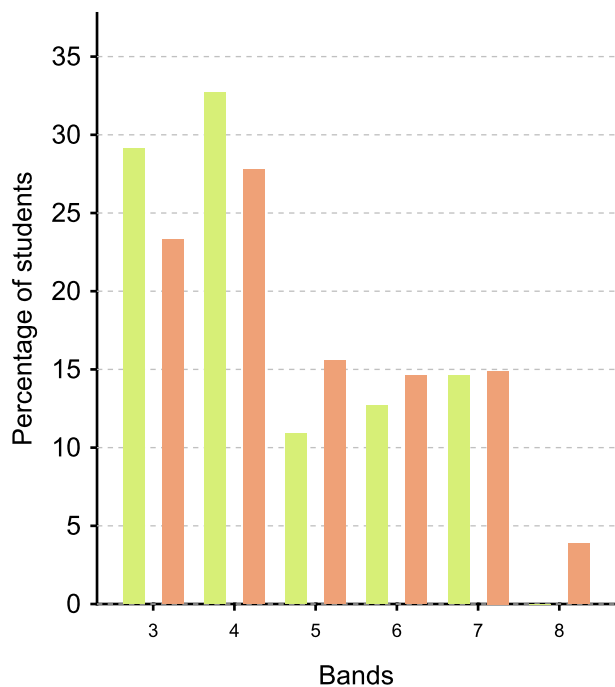
Percentage in bands:
Year 3 Grammar & Punctuation



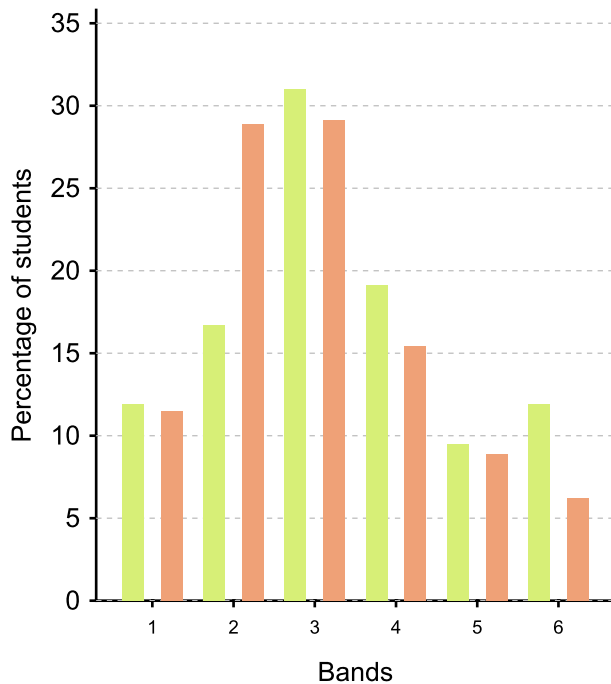
Percentage in bands:
Year 5 Grammar & Punctuation



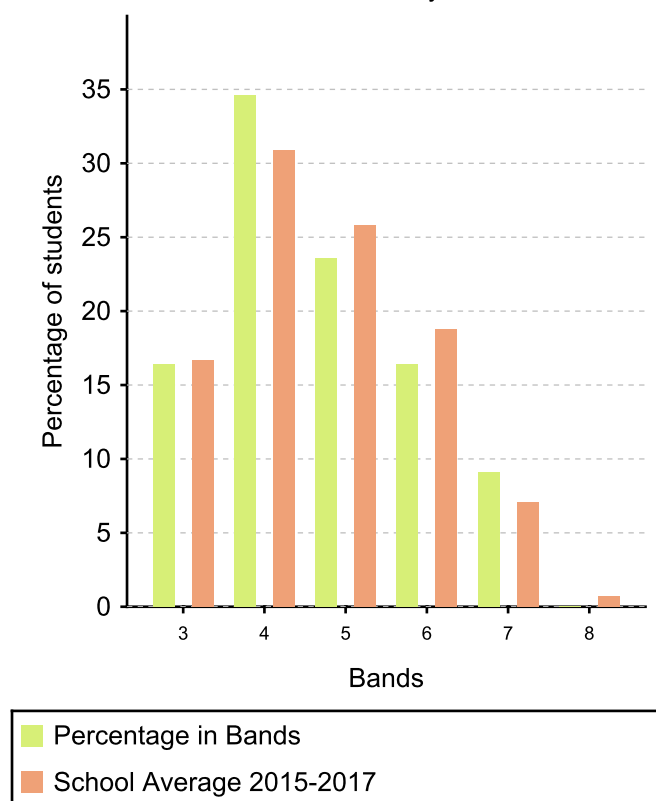
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



There has been a steady improvement for Year 3 achievement in NAPLAN in literacy and numeracy in accordance with the premiers Priorities. In 2017, 33% of year 3 Aboriginal students achieved the top two bands in numeracy and 20% in reading.

Parent/caregiver, student, teacher satisfaction

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

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

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

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

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

Policy requirements

Aboriginal education

Aboriginal education continues to be a major focus in our school.

All Aboriginal and Torres Strait Islander students at Albion Park Rail Public School have a Personalised Learning Plan (PLP). These documents allow us to develop a story about the student's interests, learning goals and hobbies. The PLP builds from Kindergarten and is added to each year as we watch the students' holistic development. By the end of Year 6 each student PLP will reflect how the student has grown and developed throughout their primary school journey. Additionally, making the PLP's digitally also reduces our carbon footprint.

Albion Park Rail Public School continued the MALPA Young Doctors Project. This program engaged Aboriginal and non-aboriginal students of Year 4 in learning about and understanding healthy habits in all areas of life. Our students became involved in the project and learnt through games, activities and challenges with the goal to become Health Ambassadors in the school, community and home environment. The MALPA Program was successfully run by our Aboriginal Education Officer Miss Trish Gaffney and Mrs Maxine Dobeson.

The theme for NAIDOC week celebrations was 'Our Language Matters'. This years celebration aimed 'to emphasise and celebrate the unique and essential role that Indigenous languages play in both cultural identity, linking people to their land and water, and in the transmission of Aboriginal and Torres Strait Islander history, spirituality and rites, through story and song'. As a part of NAIDOC week celebrations, students participated in some stage activities that included story-telling, art, songs and other activities. This also included a performance from the 'Koomurri Dreaming.' All students thoroughly enjoyed the performance and the inclusivity when learning how to do The Dance of the Kangaroo and the Emu. We also created a whole school art work that will be proudly displayed in our school. Several of our senior students also participated in a public speaking workshop and then proudly spoke at the Public Speaking competition.

Our school continues to have several teachers who regularly attended the local Aboriginal Education Consultative Group (AECG) meetings. This keeps the school up to date and well informed on social and educational policies and practices and remains a very strong connection to the our Aboriginal community.

We used aspects of our funding to employ a trained (preservice teacher) SLSO to support some students in the classrooms in Literacy and Numeracy. This program was very successfully in our school and once again with had very pleasing results.

Albion Park Rail Public School continues to encourage our community's involvement in our school by having 'Just Cause' gatherings once a term. At these casual meetings parents and carers can discuss activities they

would like to see in the school and any concerns they have in a positive and comfortable way. We use our Aboriginal garden to meet and enjoy a 'yarn and a bite to eat'. This is a gathering that students, parents and teachers enjoy attending.

Multicultural and anti-racism education

The school operates as a culturally inclusive teaching and learning environment, through the Department's multicultural perspectives. There is a diversity of cultures within the school, enabling the school to develop and maintain an awareness and understanding of the different experiences that the students bring to school with them.

Activities that celebrate diversity and culture, including NAIDOC events, are run across the school year and involve all students from K–6. The school runs a buddy system for Kindergarten and Year 6 students, participates in 'Harmony Day' and 'Bullying: No Way!' activities to promote positive relationships, encourage acceptance and combat bullying.