

Alexandria Park Community School

Annual Report



2017



8556

Introduction

The Annual Report for 2017 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

School contact details

Alexandria Park Community School

Park Rd

Alexandria, 2015

www.alexparkcs-c.schools.nsw.edu.au

alexparkcs-c.School@det.nsw.edu.au

9698 1967

Message from the Principal

It with great pleasure and pride that I present the 2017 Annual Report which reflects the collaborative talents, energies and efforts of staff, students, parents and community partners. As the school continues to grow and strengthen, in student enrolment numbers, in community partnership programs, in educational achievements and in reputation, all would agree that 2017 was a significant year. Our high-quality educational opportunities, in a diverse range of academic and extra-curricular programs, build on students' strengths and talents. Continual improvement in literacy, language and learning remains a strong focus supported by ongoing teacher collaboration for quality teaching and innovative practices. The transition to Kindergarten program in partnership with the Community Centre remains a key strategy for a successful start to school for students and parents. 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 framework of learning, respect and safety. Authentic partnerships with parents and community agencies continue to strengthen and enhance the directions of the school. Extensive consultation with the school community was undertaken to develop our 'educational model' and 'learning vision', which align to the redevelopment project and will drive the strategic directions of the school over the next 3 to 6 years. 2017 marks a significant point in the school's redevelopment journey. The Buckland buildings were fully occupied and have provided secondary students and teachers with high quality temporary learning spaces. Monthly tours of The Buckland were a highly successful strategy to attract families to visit our new facilities and allow our staff and students to share with the broader community the pride we have in our school. The school community displayed great resilience, collaboration and mutual support to successfully plan for and achieve the relocation of the Park Road facilities into the new temporary buildings, which include paired classrooms to build teacher and student capacity in collaborative learning. Although difficult to capture all of the successes, I hope that this report will highlight some of the achievements that have made our community proud in 2017 and will also provide us with future goals that we can work towards in 2018.

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.

In 2017, curriculum and project management teams implemented improvement strategies and collected evidence of impact throughout the year. This evidence was collated and evaluated using the School Excellence Framework (version 2) to make judgements on the school's progress towards excellence in learning, teaching and leading.

In the domain of Learning we have assessed our progress at sustaining and growing in four of the six themes. This demonstrated an improvement in assessment and reporting from the previous year. Significant achievements in student learning have been evidenced in our valued added data; Kindergarten to Year 3 and Year 9 to the Higher School Certificate. Performance in the top two bands of NAPLAN continues to be well above state average and similar schools. This can be attributed to sustained practices in evidence –based literacy and language learning programs from Kindergarten to Year 12.

In the domain of Teaching we have assessed our progress in 2017 as delivering with the exception of effective classroom practice where the evaluation indicated our performance at sustaining and growing. Teachers have collaboratively worked in teams to review curriculum implementation plans and student learning data. All teachers have professional development plans aligned to the Australian Professional Standards for Teachers which are reviewed annually and drive high expectations for all. Teachers are improving in their systematic use of data to inform teaching and learning. Our beginning teacher support program provides newly appointed teachers with on-going professional mentoring and feedback.

In the domain of Leading we have assessed our progress in 2017 as sustaining and growing in two out of the four themes. Extensive consultation with the school community has been undertaken over the past two years to publish the Alexandria Park Community School Educational Model. This model provides a learning vision for the future which will drive school improvement.

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/self-evidence-guide>

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

In the final year of this school plan, some significant gains were made toward achieving improvement measures in strategic direction 1. The third year of Literacy, Language and Learning (L3) program expanded to include Year 2 students and teachers, completing it as an embedded K–2 school program. Further improvement was made in students' reading abilities as evidenced by K–2 student progress on the literacy continuum and identified reading levels. The Focus on Reading project for years 3–6 evolved in 2017 with professional development provided by the stage 2 & 3 assistant principal focused on embedding structured guided reading programs into stage 2 & 3 classrooms. A reading project was also coordinated with one-to-one weekly support for targeted lower performing students. As a result of these combined programs and quality differentiated classroom instruction, reading results across Year 5, 7 & 9 are above state average in NAPLAN assessments. Significant achievements were also seen in HSC results with improved average scaled HSC marks over a three-year period. Further progress was made with embedding project-based learning into high school curriculum across key learning areas and ALARM (a learning and responding matrix) provided a collegial approach across all faculties in Years 7 – 12 to support higher-order thinking, self-directed learning, high expectations and improved assessment results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Primary 60% of Kindergarten students to achieve a reading level of 9 or above.	\$4 000 RAM Socio-economic Background \$2 500 Literacy and Numeracy	APCS has continued to implement L3 with the initiative extended to include all students from K–2. Baseline data from 2015 showed that 9% of Kindergarten students were reading at Level 9 or above. Over the course of the three year school plan (from 2015 – 2017), on average, 61% of Kindergarten students achieved a reading level of 9 or above. In 2017, 56% of Kindergarten students achieved a reading level of 9 or above.
Primary 60% of Year 1 students to achieve a reading level of 16 or above	\$4 000 RAM Socio-economic Background \$2 500 Literacy and Numeracy	The cohort of students in Year 1 have participated in the L3 program for two continuous years. These students have continued to engage in language, literacy and learning activities that have resulted in improved reading outcomes across the grade. 77% of students achieved a reading level of 16 or above.
Primary 50% of Year 3 students to achieve a band 4, 5, or 6 in NAPLAN reading	\$4 000 RAM Socio-economic Background \$2 000 Literacy and Numeracy	61% 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 continued their professional development in the explicit teaching of reading strategies through a guided, modelled and independent framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Primary 85% of Year 5 students will achieve expected growth in reading	\$5 500 Literacy and Numeracy	<p>61% of Year 5 students achieved expected growth or better in reading in 2017.</p> <p>87% achieved positive growth overall between Year 3 and Year 5.</p> <p>One explanation for the results of those students who did not achieve expected growth or better could be related to the research underpinning results of extremely high performing students where there is large uncertainty around ability estimates. This may affect our data collection with the APCS Year 5 Opportunity Class taken into consideration. Students with extremely high results in the base year may be reported as having negative, or less than expected growth.</p>
Secondary Increase 2 unit HSC results in bands 4, 5 and 6 from 70% in 2014 to 77%.	\$9 400 Professional Learning	<p>In 2017, 80% or more of students achieved a Band 4, 5 or 6 result in the following 2 unit subjects:</p> <ul style="list-style-type: none"> • English (Advanced) • English as a Second Language • Modern History • Visual Arts • Legal Studies • Biology • Chemistry • Design and Technology <p>72% of students achieved HSC results in the top 3 bands.</p>
Secondary Increase the % of Year 9 students who achieve equal or greater than expected growth in writing from 55.8% in 2014 to 70%.	\$3 000 RAM Socio-economic Background	<p>68% of Year 9 students achieved expected growth or better in NAPLAN writing in 2017. This is more than a 10% increase since 2014.</p> <p>An additional 20% of students achieved growth in NAPLAN writing.</p>

Next Steps

- Develop an early years literacy strategy which combines elements of reading recovery and L3 to be embedded in school-wide practices.
- Embedding critical and creative thinking (as a learning strategy and general capability) through collaborative practice conferences and regular program reviews.
- Establishing a Gifted and Talented team to support the learning of high potential, high achieving students and an Aboriginal Education team to support the learning needs of Aboriginal and Torres Strait Islander students.
- Engage all students in future-focused learning activities that consider technology, use of space (co-teaching & learning modes) and project-based learning (including a STEAM focus).



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

APCS staff engaged in a broad range of planned professional development in order to provide quality teaching and learning systems in which students could thrive and achieve their best possible results. The English as an Additional Language or Dialect (EAL/D) team were immersed in an academic writing project to develop the Cognitive Academic Language Proficiency of high school EAL/D learners. Beginning teachers engaged in a rigorous program of professional development aligned to the Australian Professional Standards for Teachers. This program included a 'Lesson Study' process where beginning teachers worked collaboratively to develop, implement and refine lessons based on the quality teaching framework. Beginning teachers participated in ongoing professional learning provided by *Education Changemakers* where they were assigned a mentor and collaborated with other beginning teachers across a number of schools. The implementation of new syllabus in stages 4, 5 & 6 brought with it a suite of professional learning to support teachers in understanding and implementing these new syllabus documents. K–2 staff entered their third year of professional development in L3, with teachers in their first and second year of delivering L3 receiving specialist training from an external coach and other staff continuing with internal collaborative support. Executive staff members began foundational training in future-focused pedagogies and began planning for professional development to be delivered to all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have a Performance and Development Plan which align to school plan targets.	\$6 300 Professional Learning	<p>In 2017, 100% of teachers completed Performance and Development Plans (PDPs) which support their own professional development and the strategic directions of the school. Each teacher set their goals in collaboration with their supervisor and in some cases set shared targets with colleagues in the same faculty or stage. All teachers completed a mid-year review, which afforded them the opportunity to reflect on the goals they had set and adjust any professional development or support.</p> <p>A formalised process was introduced for School Administrative and Support Staff (SASS) PDPs where each SASS staff member met with a mentor to establish their own professional goals.</p>
100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.	\$10 800 Professional Learning	<p>Every teacher from K–12 observed and was observed by a colleague in order to improve their professional practice. Written observation notes were compiled for 100% of lessons that were observed and a meeting occurred between the observer and observed in order to discuss this feedback. Lesson observations were linked to the Australian Professional Standards for Teachers and targeted, specific points of strength and areas for further development were identified during the observations. 73% of teachers felt that other teachers had given them helpful feedback about their teaching.</p>
100% of teachers collaborate within and across clusters and	\$15 000 RAM Socio-economic	<p>The culture of collaboration across the school was strengthened further in 2017 with teachers rating</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
faculty teams sharing best practice and resources.		<p>APCS as above state average for 'Collaboration' according to the Tell Them From Me (TTFM) Survey. Teachers rated themselves positively for discussing assessment strategies, learning difficulties for students and strategies that increase student engagement with other teachers. On average, teachers rated themselves a score of 86% on this indicator of collaboration.</p> <p>APCS staff rated themselves with a score of 81% on the indicator of '<i>Teachers in our school share their lesson plans and other materials with me</i>' from the TTFM survey.</p>

Next Steps

- Teachers to work collaboratively to embed critical and creative thinking strategies in programs across key learning areas.
- Future-focused teaching professional development particularly looking at co-teaching, authentic use of technology in classroom lessons, flexible learning modes and project-based learning.
- Development of action learning teams to examine and implement best practice teaching strategies.
- Development of a professional development plan (2018 – 2020) that explicitly links school plan improvement measures to the teacher professional learning required to achieve those measures.
- Implementation of a school-based leadership strategy that negotiates high-level aspirational leadership roles in a way that is sustainable for the long-term growth of the school.
- Embedding consistency of teacher judgment (CTJ) practices in stage and faculty processes to ensure that assessment procedures are rigorous, authentic and aligned to NESA guidelines.
- Professional development on the National Literacy and Numeracy Learning Progressions for years K–10 teachers.



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

Quality relationships remained at the forefront of the Alex Park approach to community and strengthening engagement and connection. 2017 saw APCS strengthen the existing relationships with a range of community organisations including Tribal Warrior, Cope Street, Red Cross Breakfast Club, Carriageworks, Emmanuel Social Justice Volunteer Organisation and NASCA. The strength of many of these relationships was exemplified by the collaboration during 2017 NAIDOC celebrations.

With the redevelopment project continuing, a significant amount of consultation occurred within the school community through PARK (Preserve, Add, Remove, Keep Out) surveys and consultation booths. This data, combined with information gained from focus groups with key stakeholders in the APCS community, was used to develop the APCS Educational Model, which includes educational principles that will underpin the school plan 2018 – 2020 and the redevelopment.

The Tell Them From Me (TTFM) survey again provided important data about the school's engagement with community. An important part of this data collected was seeing a significant improvement from 2016 to 2017 in the number of students who were interested and motivated in school.

Our Positive Behaviour for Learning (PBL) framework was again enthusiastically embraced by students, teachers and parents. With new signage erected in the senior campus, students and teachers worked together to create new matrices of expectations for the new spaces.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student, staff, parent and community partner surveys and focus groups indicate that they have strengthened their engagement and connection to the school.	\$4 440 Community Engagement (General Operations) Funding	<p>Parents and carers provided feedback on aspects of school operation and engagement via P & C meetings and surveys.</p> <p>Parents reported that they can easily speak with their child's class teacher and that they feel welcome when they visit the school. On these indicators, parents rated the school above 84%, which is well above the state average on the same survey indicators.</p> <p>Multiple platforms of communication, including monthly newsletters, the school's Facebook account, SMS messages, weekly assemblies and notes home, were all regularly used to communicate organisational details and student learning achievements to the community. Although it was felt that communication was improved, there is still a desire from the parent community for even more regular communication.</p> <p>2017 saw an increase in students reporting that they feel motivated and interested in schooling. In 2016, 67% of year groups were below the state average when reporting on their interest and motivation. In 2017, 89% of year groups were at or above the state average in this measure with 33% of year groups more than 10% above the state</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student, staff, parent and community partner surveys and focus groups indicate that they have strengthened their engagement and connection to the school.		average.
Positive Behaviour for Learning (PBL) program is embedded into daily practice.	\$10 000 RAM Socio-economic Background	<p>PBL continued to play a pivotal role in supporting students to be safe, respectful learners from K–12. PBL expectations were displayed and reinforced in 100% of classrooms and there was evidence of explicitly programmed PBL lessons in programs across every stage and faculty.</p> <p>In a student survey during 2017, every year group was above the state average when reporting on whether they 'show positive behaviour at school'.</p> <p>There was also an improvement in the parents' belief that their child is clear about behaviour expectations (from 81% in 2016 to 85% in 2017). Additionally, one of the highest reported indicators on a parent survey was the parents' belief that 'if there were concerns with my child's behaviour, the school would notify me'.</p>

Next Steps

- Strengthen and improve K–12 transition programs, including Year 6 into Year 7 and Year 10 into Year 12.
- Develop a strategic approach to coordinated communication across the Kindergarten to Year 12 community.
- Communicate the educational principles to all members of the school community.
- Increased number of celebrations of student learning and achievements where parents and community are brought into the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$175 034</p> <p>Employment of 2 Aboriginal Education Officers. Employment of additional staff for in class support. Engagement of cultural educators. Teacher release for PLP planning and review.</p>	<p>A range of significant projects and strategies were implemented to support students from Aboriginal and Torres Strait Islander (ATSI) background. Two Aboriginal Education Officers (AEOs) were employed to support the academic, social and emotional wellbeing of ATSI students. This occurred in a range of ways, including in-class support, engagement with families and promoting Aboriginal education. Of notable impact was a targeted reading project where students from Sydney University, under the guidance of the AEO, worked with identified students to improve their reading.</p> <p>The development of Personalised Learning Pathways (PLPs) for students was conducted in a collaborative and consultative process that involved students, families, teachers, AEOs and any relevant agencies. The PLP's build on the strengths of students, identify support and wellbeing needs, and increase engagement in schooling for students and parents to improve educational outcomes.</p> <p>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>NASCA (National Aboriginal Sporting Change Academy), South Cares, Tribal Warrior and The Carriageworks partnered with the school to deliver high quality mentoring, cultural and extension programs.</p>
English language proficiency	<p>\$203 523</p> <p>Employment of 3 specialist Language proficiency teachers</p>	<p>The English as an Additional Language or Dialect (EAL/D) team continued to enhance their leadership of EAL/D practices across the school through collaboration and the implementation of evidence-based practices in key learning areas. The team of specialist teachers and a supervising executive worked from Kindergarten to Year 12 to develop co-teaching practices in Stage 3, 5 and 6 classes in line with best practice in EAL/D pedagogy. When necessary, students were also provided with targeted and personalised support to continue their development across all four modes of language.</p> <p>The EAL/D team also led engagement and enrichment programs such as:</p> <ul style="list-style-type: none"> • Professional learning for Stage 6 teachers regarding Cognitive Academic Language Proficiency, which improved teachers' understanding of EAL/D pedagogy. • Australian language and culture program for newly arrived secondary students. • Homework centre providing individualised support in homework and assessment tasks for EAL/D students.

English language proficiency	<p>\$203 523</p> <p>Employment of 3 specialist Language proficiency teachers</p>	<ul style="list-style-type: none"> • Improved practices to engage, support and monitor the increasing number of International Students. • Targeted home reading program for new arrivals in the primary school.
Low level adjustment for disability	<p>\$140 042</p> <p>Employment of specialist Learning and Support staff.</p>	<p>Significant resources were invested to support the 43% of students who require adjustments and learning support to access the curriculum. The Learning and Support Team (LST) 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 LST processes enhanced their capacity to provide differentiated and adjusted instruction for identified students and cohorts. The employment of Student Learning and Support Officers (SLSOs) provided valuable additional class and playground support for targeted students to engage in classroom learning tasks, extra-curricular activities and social programs.</p> <p>The school continued a partnership with Sydney University to implement a collaborative tutoring framework to improve the reading development of targeted students. Students increased their reading levels with growth in reading for individual students with improvements ranging from 8 months to 3 years in fluency and standard benchmarks.</p> <p>Year Advisers were released from class in an ongoing capacity to work with targeted students in developing Individual Learning Plans and negotiating the most supportive way for their implementation in the classroom. 74% of students found having their Year Advisor in class helpful, and 72% felt that having Year Advisor in-class support helped the teacher too.</p> <p>A focus on early intervention and transition continued for students across all stages of learning. A range of programs were introduced such as 'Journey of Transition', an expressive art therapy program targeting students in Years 6 and 7 who were experiencing or had expressed concerns around transitioning to high school. The result for students was an increase in positive feelings about the transition to high school, particularly in establishing solid relationships between staff and students and discussing who students could seek support from. The LST identified the need for more intensive speech and language intervention and this led to a partnership with speech therapists from 'KidSpot' speech and language company to improve speech and language skills observed in identified students from Kindergarten to Year 4. As a result of this program, 95% of students increased beyond the expected range in grammar and information communication. Teachers</p>

Low level adjustment for disability	<p>\$140 042</p> <p>Employment of specialist Learning and Support staff.</p>	<p>observed increased engagement in students and increased their own teaching knowledge in language development .</p>
Socio–economic background	<p>\$68 670</p> <p>Teacher professional learning in literacy and STEM</p> <p>Whole school Positive Behaviour for Learning program</p> <p>Attendance improvement program</p> <p>Funding assistance</p>	<p>A range of initiatives were implemented throughout the school to support all students to be able to access curriculum and achieve learning goals in an engaging way. Student assistance was provided for families who were unable to provide full payment for uniforms, text books, school supplies, camps and excursions. This enabled these students to fully access learning and wellbeing programs that would improve their educational progress throughout the year. One particular initiative was to support Year 11 students to attend the Crossroads Camp, which enabled all students to participate in essential learning about positive health practices, including drug education, sexual health and relationships. A School Learning Support Officer (SLSO) was employed for 1 day per week to implement a 'phone home' support program for families from K–12. The phone home program was designed to engage with families regarding attendance and to improve student attendance rates. A significant improvement in attendance rates (up to 20%) was seen in targeted students from the phone home program. Investment was also made in the Language, Literacy and Learning (L3) program, which is a universal strategy with differentiated teaching embedded in everyday practice, which supports students of all abilities. Some socio–economic funding was provided to support VET initiatives, in particular the purchase of infrastructure to enhance the delivery of Hospitality programs within the senior school. A Year 9 writing project ran during 2017, where students were provided with one–to–one or small group mentoring from a teacher employed to assist students to engage with the writing process. Individualised feedback on areas of strength and areas of development in their writing led to improved writing results for those targeted</p>
Support for beginning teachers	<p>\$43 152</p> <p>Employment of teachers to provide beginning teachers and their mentors with additional release from face to face teaching.</p> <p>Professional learning course costs and teacher relief costs.</p>	<p>In 2017, the school had six beginning teachers in their first year and two in their second year of the program. Beginning teacher funds provided ongoing early career support for teachers through additional release time and targeted professional development. Beginning teacher professional learning goals and needs aligned to Performance and Development Plans and included collaborative lesson studies, participation in external personalised professional learning opportunities and internal support in assessment and reporting. Beginning teachers received mentoring from a beginning teachers' coordinator and a personal mentor with expertise in specific teaching areas and practices. One beginning</p>

Support for beginning teachers	<p>\$43 152</p> <p>Employment of teachers to provide beginning teachers and their mentors with additional release from face to face teaching.</p> <p>Professional learning course costs and teacher relief costs.</p>	<p>teacher gained accreditation at proficient during 2017 through the school-based accreditation program.</p>
Technology	<p>\$43 000</p> <p>Purchase of new technology devices.</p>	<p>The move for the high school into 'The Buckland' provided a fantastic opportunity to purchase new technology and to create flexible learning spaces. Significant planning was put into setting up the school network and wireless access points (WAPS) throughout the new high school buildings. Multiple WAPS were installed in the deck areas and in the playground, which has provided extensive Wifi coverage throughout the high school. This has enabled teachers to explore flexible learning spaces where students have enjoyed the flexibility of learning outdoors. 65" LCD interactive panels were installed in each new classroom and a range of educational Android Apps were installed onto the panels which have proven to be invaluable as a teaching resource.</p> <p>Additional technology was purchased throughout the year to support teaching, learning and element.</p> <p>30 iPads were purchased and configured with subject specific Apps for the exclusive use of the music department and to support students with additional learning and support needs. 60 additional laptops were purchased to add to the K-10 class sets of laptops.</p> <p>The technology team has continued to lead the Focus on Innovation program which has provided professional learning for staff K-12 in future-focused learning pedagogy.</p>
Temporary Secondary School	<p>\$20 900</p> <p>Employment of an additional executive teacher</p>	<p>APCS underwent significant change in 2017 as the second pop up building was erected on the Park Road site to accommodate primary school students. This building was to be the first three-storey demountable school building in the nation and extensive consultation with the school staff and executive teams was conducted to ensure that the building specifications met the needs of APCS K-12 learners.</p> <p>Staff conducted a comprehensive stocktake of teaching and learning assets and resources in preparation for the move to pop up 2 (called the Park Buildings).</p> <p>Regular fortnightly communication updates were provided to the community to ensure the most up-to-date information was provided on staging of building development, impacts on traffic management for parents & carers,</p>

Temporary Secondary School	<p>\$20 900</p> <p>Employment of an additional executive teacher</p>	<p>modifications to primary play spaces and decisions that were being made about learning spaces in the new buildings.</p> <p>With our strategic directions to include future-focused learning, time was dedicated to establishing learning spaces that would facilitate future focused pedagogies. The school and architects worked with the Department of Education's Futures Learning Unit, to ensure appropriate new furniture and technology were scheduled for purchase for every room in the Park Buildings. In particular, a range of furniture was purchased to enhance collaboration, flexibility and student-centred learning, including soft furnishings, whiteboard tables that flip to create additional space and furniture of adjustable height. New technology including new interactive panels was integrated into the classroom design which would support teachers and students to augment the teaching and learning tasks to improve engagement and learning outcomes.</p>
Positive Behaviour for Learning (PBL)	<p>\$3 000 for teacher release for planning and evaluation.</p> <p>\$4 000 Signage</p>	<p>The PBL (Positive Behaviour for Learning) strategies were further embedded in the APCS approach to teaching and learning for all staff members, students and the community. PBL encouraged students to learn through the lessons and messages aligned to the school core values of Learning, Respect and Safety. New clear visual signage was established in key locations, such as the playground and toilets, which encouraged students to participate in positive behaviour across 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. Teachers continued to schedule weekly PBL lessons into their timetable where students were explicitly taught one of the school's core values (Be a Learner, Be Respectful and Be Safe) and 'what that looks like' at APCS. Our school leaders worked with staff and student leaders to develop a weekly message to remind their peers what PBL means at Alex Park and encourage all students to work towards the school reward system of achieving 'Deadlies'. At the primary and secondary assemblies, one student from each class was recognised by the class teacher for demonstrating excellence in one or more of the three values. Primary school students were rewarded, if they had accumulated a particular number of deadlies, by being invited to participate in a reward activity at the end of each semester. In high school, students have been recognised for their achievements and engagement through receiving Deadlies and positive comments 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 and positive</p>

Positive Behaviour for Learning (PBL)	<p>\$3 000 for teacher release for planning and evaluation.</p> <p>\$4 000 Signage</p>	<p>comments (recorded by teachers on the school's wellbeing communication log, Sentral) to purchase items and participate in activities. Year 6 students transitioning to Year 7 at APCS, also participated in the high school's PBL carnival at the end of Term 4. The K–12 PBL team conducted a Tiered Fidelity Evaluation with the help of two external PBL coaches, which resulted in the team self-evaluating our progress as a school.</p>
----------------------------------------------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	291	306	370	395
Girls	257	288	301	321

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.5	93.9	93.7	92.5
1	88	93.7	94	93
2	91.3	90.1	93.6	94.3
3	84.6	93.7	88.6	91.8
4	85.5	86.8	89.6	88.7
5	95.2	92.4	93.9	92.9
6	94	94	92	89.5
7	92.2	92.2	93.2	90.7
8	88.8	89.5	89.9	91.6
9	92.3	86	89.5	90.3
10	90.1	92.1	89.7	90.4
11	88.9	86.3	89.3	89.8
12	89.1	90.4	89.4	91.5
All Years	90.7	90.7	91.4	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
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Non-attendance is managed through a range of measures and strategies. The main approach is through effective and engaging teaching and learning practices and the Positive Behaviour for Learning 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 at the start of the school

day, attendance monitoring for students causing concern, a weekly phone home program, parent interviews for students with poor attendance or persistent partial absence, regular communication about attendance in school newsletters and the involvement of the Home School Liaison Officer 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	0	0	6
Employment	2	0	2
TAFE entry	4	2	0
University Entry	0	0	85
Other	0	0	2
Unknown	0	0	5



Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	5
Classroom Teacher(s)	35.1
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	11.3
Other Positions	2

*Full Time Equivalent

In 2017, 2 Aboriginal Education Officers, 4 teachers identifying as Aboriginal or Torres Strait Islander and 2 School Administrative and Support Staff identifying as Aboriginal or Torres Strait Islander were employed full-time at Alexandria Park Community School.

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	10

Professional learning and teacher accreditation

Staff professional learning was aligned to the school's strategic directions in the School Plan 2015–2017. Teacher professional learning was provided to ensure compliance of mandatory training regulations and to enhance the teaching capacity of staff.

Delivery of teacher professional learning included staff, faculty and cluster meetings, school development days and collaborative practice conferences. Teachers also engaged in a variety of external professional learning opportunities, which aligned to their Professional Development Plans. A major focus in 2017 was to continue to build capacity in literacy teaching and learning through evidence-based practice in initiatives such as L3, K–12 reading projects (including Focus on

Reading) and academic writing for EAL/D students. Teachers also worked internally to develop consistent teacher judgement, inquiry-based learning and adolescent mental health. Early career teachers were supported through a mentorship with a more experienced teacher and participated in collaborative planning and learning conferences with their mentor.

The rollout of the ALARM professional learning continued in the high school, with all staff working towards collegially developing matrices that provide a consistent framework for student learning. Further professional development was delivered to all staff to support the Nationally Consistent Collection of Data (NCCD) and ensuring that authentic and reliable data was collected for external and internal planning purposes. Executive and administration staff engaged in systems professional learning, including SCOUT, SEF (version 2) and SPaRO. Key staff engaged with professional learning through the Futures Learning Unit to lead the school in future-focused teaching and learning. With the rollout of new syllabus documents across stages 4, 5 & 6, staff were provided with training and development on these documents to support their implementation.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	602,068
Global funds	329,674
Tied funds	356,993
School & community sources	193,091
Interest	8,140
Trust receipts	18,841
Canteen	0
Total Receipts	906,738
Payments	
Teaching & learning	
Key Learning Areas	39,117
Excursions	26,632
Extracurricular dissections	84,951
Library	3,865
Training & Development	0
Tied Funds Payments	299,751
Short Term Relief	80,584
Administration & Office	89,416
Canteen Payments	0
Utilities	88,047
Maintenance	9,979
Trust Payments	15,581
Capital Programs	0
Total Payments	737,924
Balance carried forward	770,882

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	1,397,118
Appropriation	1,292,061
Sale of Goods and Services	16,050
Grants and Contributions	87,947
Gain and Loss	0
Other Revenue	0
Investment Income	1,059
Expenses	-669,936
Recurrent Expenses	-669,936
Employee Related	-315,368
Operating Expenses	-354,568
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	727,183
Balance Carried Forward	727,183

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

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	6,628,950
Base Per Capita	102,546
Base Location	0
Other Base	6,526,403
Equity Total	587,268
Equity Aboriginal	175,034
Equity Socio economic	68,670
Equity Language	203,523
Equity Disability	140,042
Targeted Total	92,030
Other Total	413,026
Grand Total	7,721,273

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.

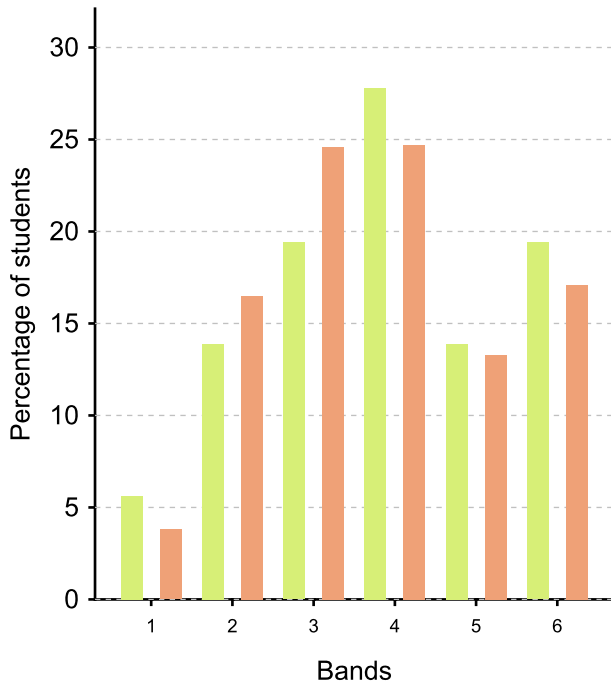
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

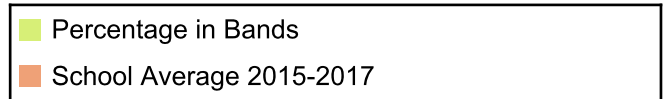
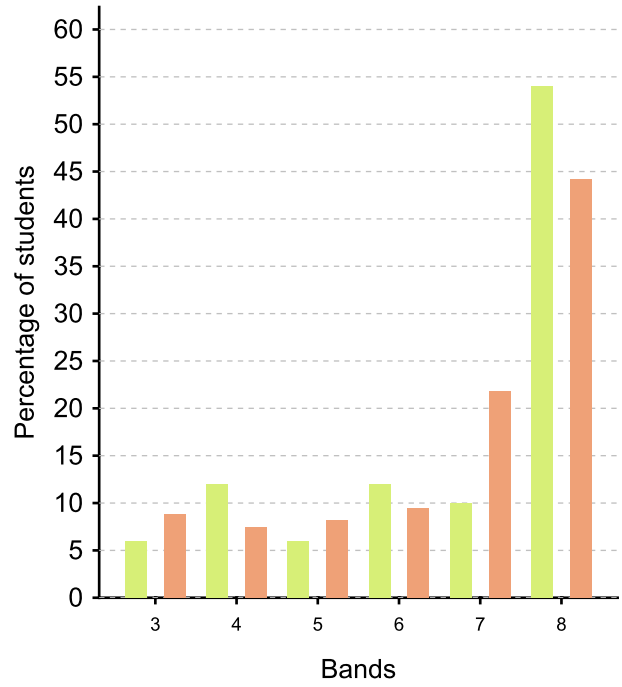
NAPLAN

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.

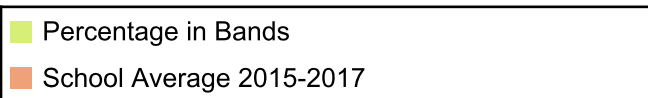
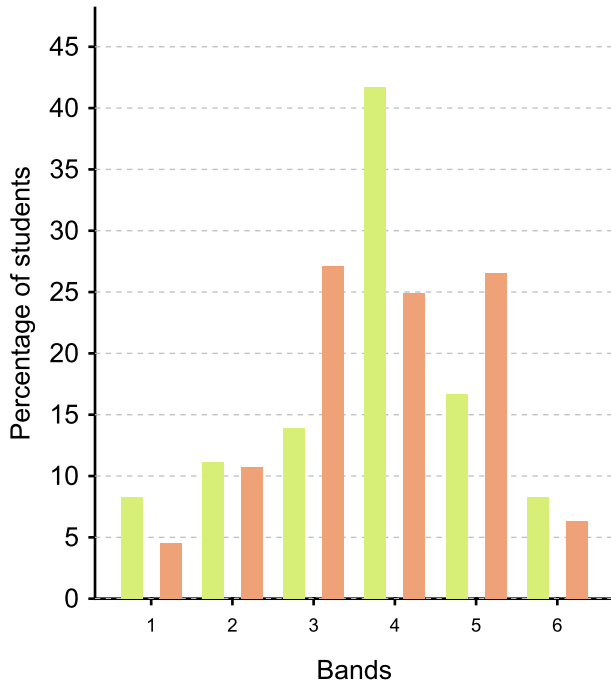
Percentage in bands:
Year 3 Reading



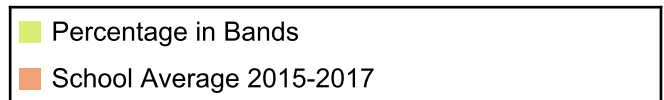
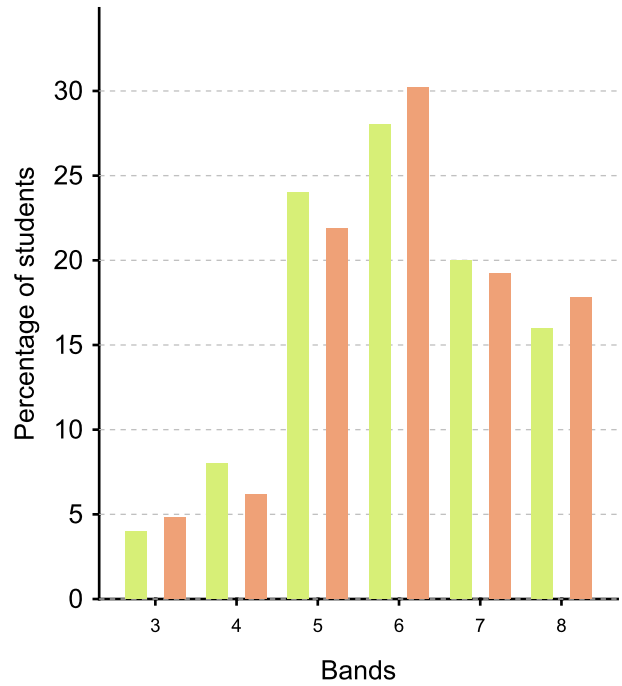
Percentage in bands:
Year 5 Reading



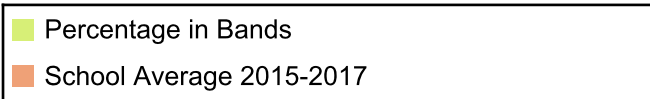
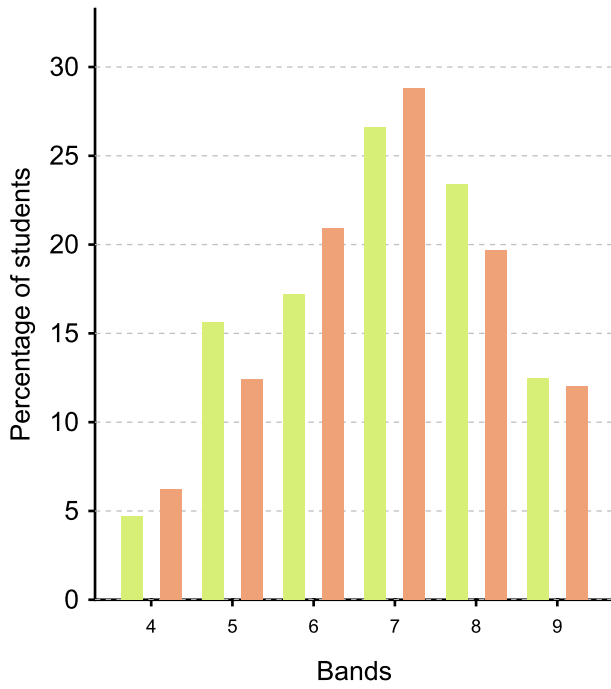
Percentage in bands:
Year 3 Writing



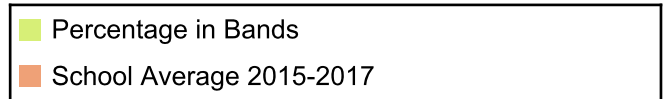
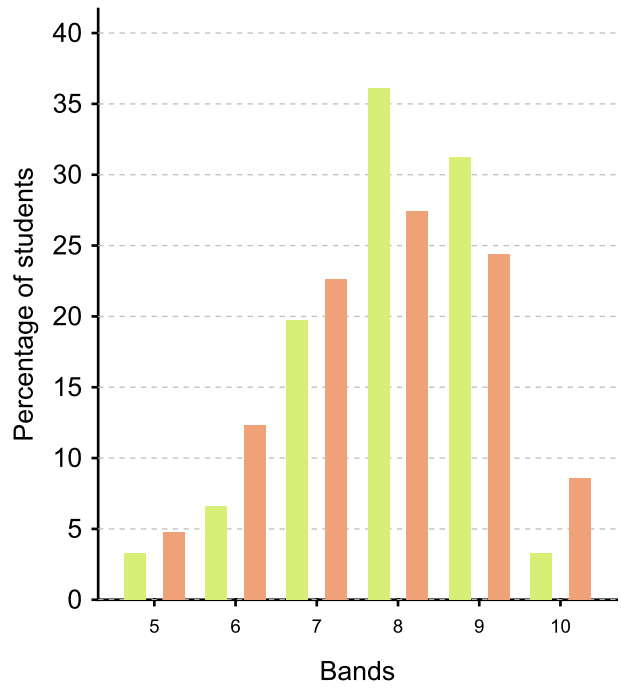
Percentage in bands:
Year 5 Writing



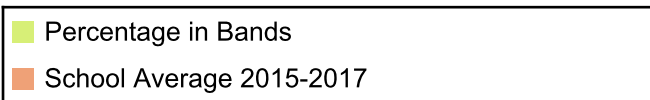
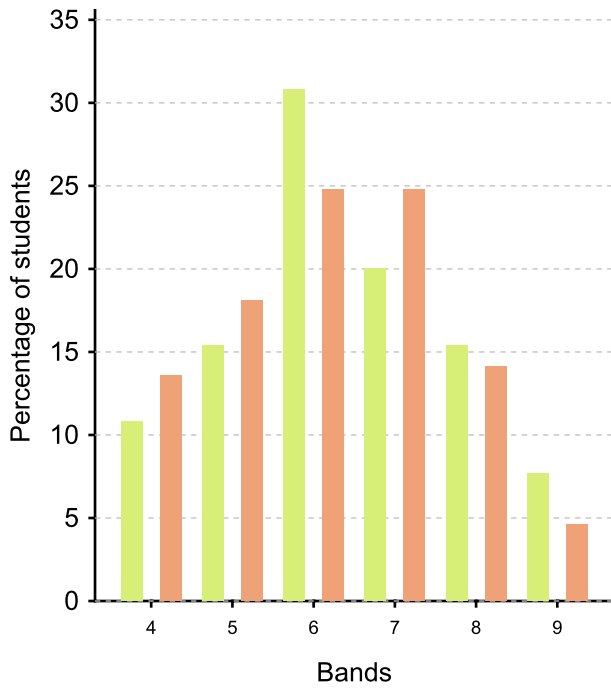
Percentage in bands:
Year 7 Reading



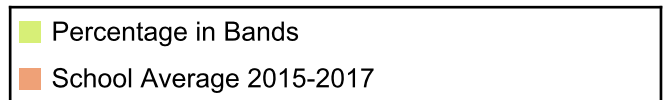
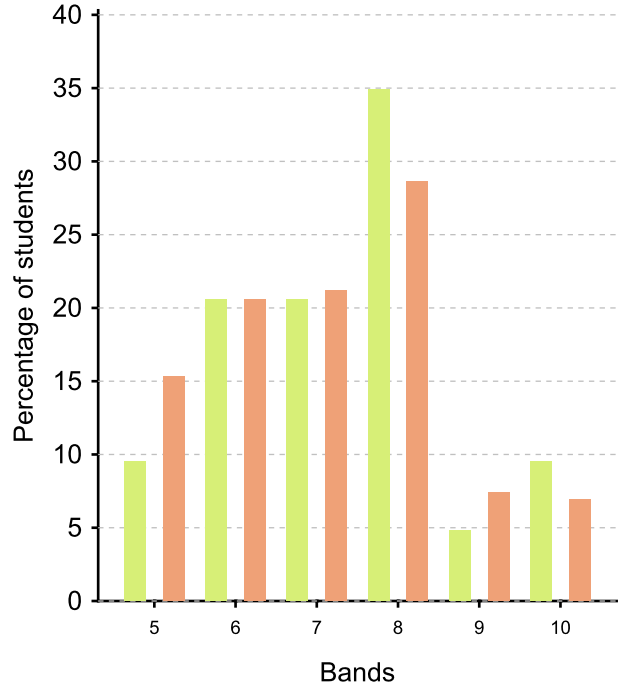
Percentage in bands:
Year 9 Reading



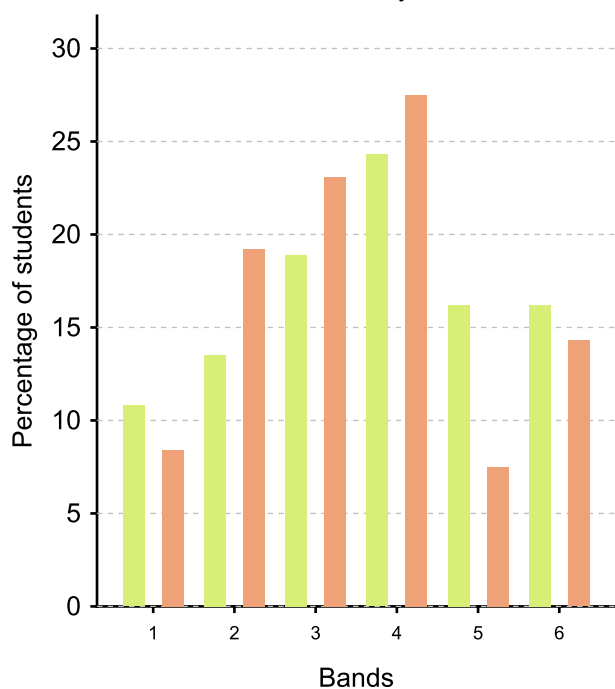
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Writing

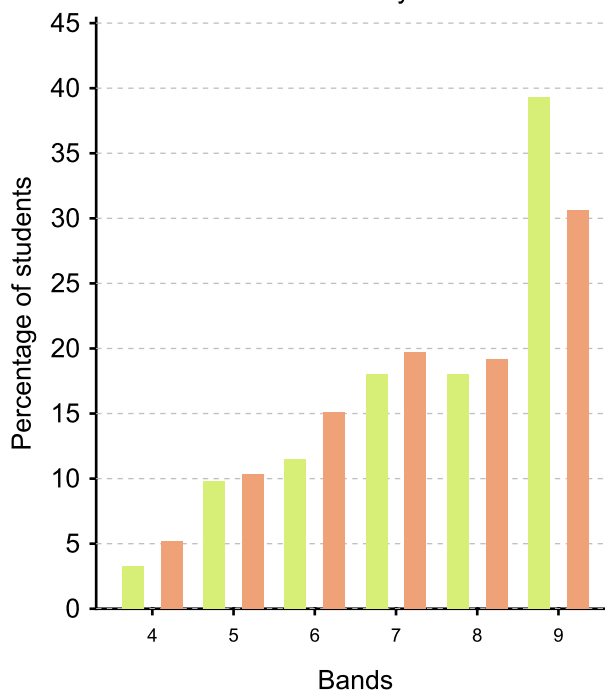


Percentage in bands:
Year 3 Numeracy



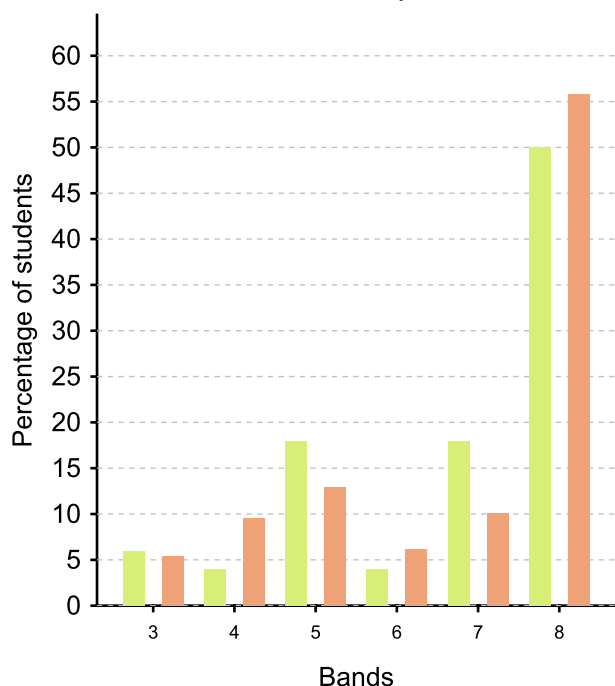
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Numeracy



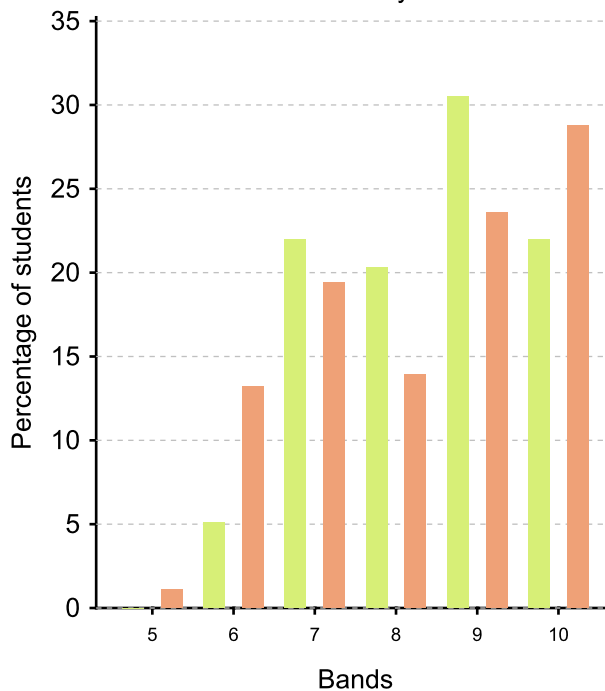
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

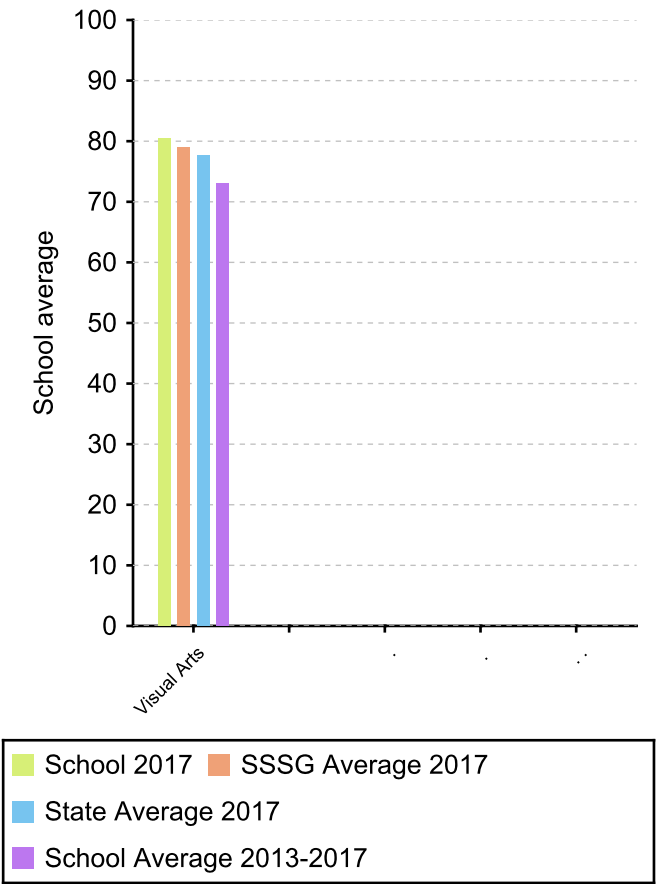
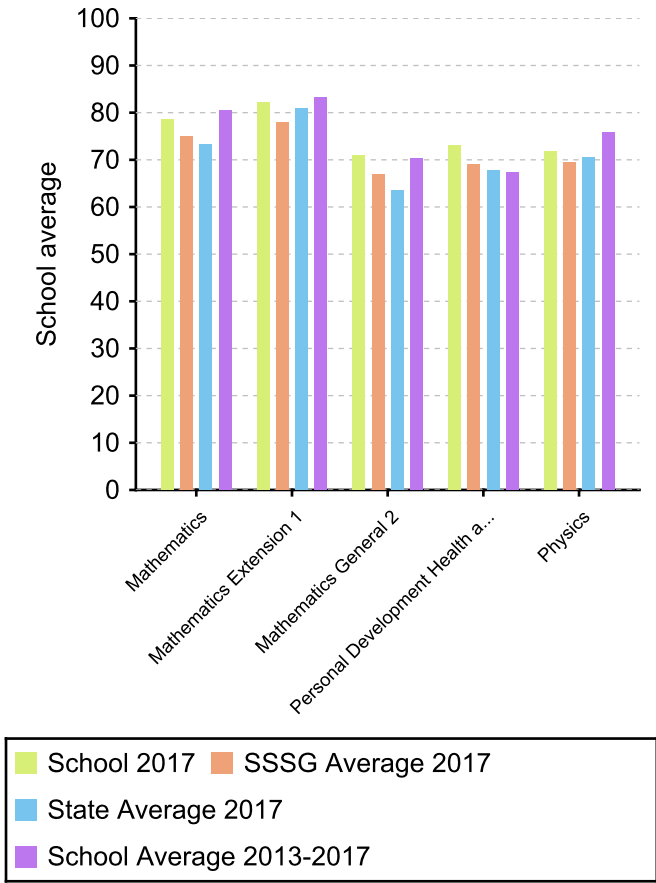
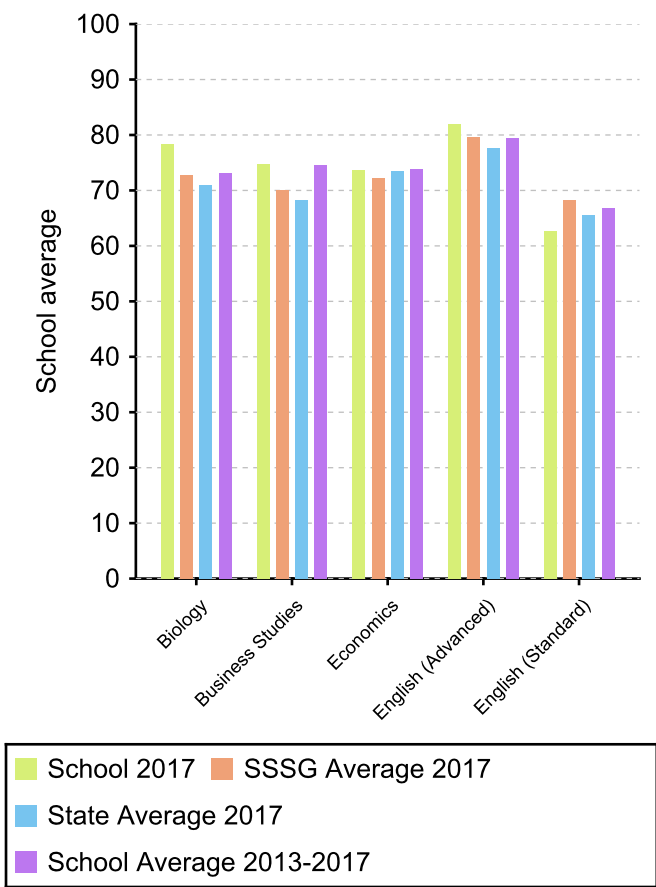
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

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 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 consulted widely with students, staff and community on a range of key issues. The re–development and pop up buildings continued to be a core focus and there were a number of information and consultation booths established on school premises and in key locations around the community to gather satisfaction data. This consultation process delivered planning information on the educational model, building design, collaboration with community and council about recreation spaces within the new playground design and the layout and distribution of learning spaces. The Project Reference Group (PRG) had a pivotal role to play in not only representing the perspectives and interests of key stakeholders in the redevelopment process but also in the communication strategies for the community about updates on the project itself.

With regard to the pop up buildings, a fortnightly communication bulletin was distributed to the community outlining upcoming work to be completed, impacts for the students and school and how these impacts would be addressed or mitigated. Where initially there had been some concern about how the building of a pop up school on the site would be safely conducted, the fortnightly communication was well received by the parent community and many parents commented on how informative this bulletin was as away of alleviating concerns.

Formalised consultation processes continued by way of the PARK survey and the Tell Them From Me surveys. In our ongoing consultation and feedback processes, we gathered important data from students regarding

their feelings of engagement and relationships within the school. Following were some of the findings from the student survey:

- High school students reported an above state average level of advocacy (feeling that they have someone at school who consistently provides encouragement and advice) in every year group over two years.
- Every year group from Year 4 to Year 12 were at or above the state average with regards to positive behaviour at school.
- Year 10 were at or above the state average for 100% of engagement measures (positive behaviour, positive sense of belonging, positive relationships, value schooling, interested and motivated and effort).
- There was an increase in students reporting that they feel motivated and interested in schooling from 2016 to 2017. 89% of year groups were at or above the state average in this measure with 33% of year groups more than 10% above the state average.
- 100% of year groups for students in years 9, 10, 11 & 12 provided responses that were above state average when measuring whether they value schooling outcomes.
- 77% of students at APCS valued student outcomes (students believe that education will benefit them personally and economically, and will have a strong bearing on their future). This is 5% above the NSW government schools norm.

Parents also were able to provide their perspectives on their experience with the school during 2017.

- Parents have reported that they can easily speak with their child's class teacher.
- Parents feel that the student reports which detail academic progress and social & emotional wellbeing are written clearly and in language that is easy to understand.
- It is believed by parents that if their child's behaviour was causing concern at school, that they would be informed immediately.
- Parents feel that their children are encouraged to do well at school and that their child is clear about behaviour expectations.
- It was reported by parents that their children feel safe going to and from school.
- Parents feel that parent activities are not always scheduled at a time that they can attend.
- Parents would like to be more informed about opportunities concerning their child's future and their social and emotional development.
- Parents feel that the school could do more to help prevent bullying within the school.

In a Focus on Learning Teacher survey, the APCS staff reported positively and above the state average response on the following indicators of practice:

- Collaboration – teachers feel strongly that they share programs, assessment strategies and engagement strategies with other teachers.
- Learning Culture – the highest-rated indicators

reported were setting high expectations for students and setting learning goals.

- Technology – teachers felt an overall sense of confidence about having the capacity to help students use interactive technology to undertake research.
- Data Informs Practice – a significant number of teachers felt that they had a good understanding of how to use assessments in order to determine where students are having difficulty and that they used multiple assessment tasks to allow students to demonstrate their knowledge.
- Teaching strategies – teachers use multiple teaching strategies in each lesson and link new concepts to previously mastered skills or knowledge.



Policy requirements

Aboriginal education

Alexandria Park Community School sits proudly on Gadigal land and our school community is committed to the celebration of Aboriginal culture and improving educational outcomes for Aboriginal and Torres Strait Islander students. Our school has strong links with the Aboriginal Education Consultative Group (AECG) and regularly discuss important matters related to our Aboriginal community with the president of the AECG. This ensures that our school programs are culturally appropriate and that we have a diverse range of Aboriginal perspectives across all aspects of our teaching and learning programs. 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, in class support with learning and assessments and cultural education. AIME (Australian Indigenous Mentoring Experience) provided students with opportunities to experience university visits, and supported students with homework and assignments. The Artist in Residence Program, a partnership with Carriageworks, saw Cope St, a collective of Aboriginal artists whose mission is to create works that relate and reflect the multicultural Australia, initiate a Video club, which resulted in students creating numerous short films. The films were so wonderfully creative this led to the launch of Alexandria Park's first film festival; a fantastic way to showcase our talented student films and connect the K–12 community of Alexandria Park

and further develop engagement, attendance and self-esteem. Throughout 2017, there was ongoing implementation of cultural awareness training for all staff. This awareness and understanding, contributed to highly successful celebrations of Aboriginal and Torres Strait Islander Culture, including National Reconciliation week ceremonies and K-12 NAIDOC celebrations. Stage 6 Aboriginal Studies students participated in a four day field trip to Nambucca to engage in community activities. Our Aboriginal Studies students in year 12 completed their HSC course satisfying all requirements.

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. *Respect* is one of our school's Positive Behaviour for Learning (PBL) values and one of the Department of Education's core values. It is through education, celebration and cooperation that APCS demonstrates respect for the many cultures within our community.

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. Harmony Day celebrations again highlighted the school's rich diversity in culture. The primary school students and teachers developed teaching and learning activities for one cultural group and taught these lessons to different classes across their stage. An assembly was held to showcase various cultural performances that classes had been working on during class time. The secondary students participated in an assembly and then could choose from a variety of workshops which explored multi-cultural themes.

Stage 3 students demonstrated their deep knowledge of issues within the sphere of multicultural education by participating in the Multicultural Public Speaking Competition. Speech topics ranged from *Breaking Down Barriers*, *Words Can Hurt*, *Advance Australia Fair* and *Immigration*.

To further support our families from a non-English speaking background (NESB), interpreters were booked to be present at parent-teacher interviews to enable parents to more easily access information about their child's academic progress and wellbeing. This initiative was further extended to include using an EAL/D specialist teacher (and interpreter where required) at each enrolment interview for new students to our school.

Two of our key staff members also participated in professional learning to act in the role of anti-racism contact officer, to promote respectful and positive relationships within the school and to act as an important point of contact for all members of the community to gain support in resolving matters related to racism that occur at school.

All key learning areas embedded multicultural

perspectives into their teaching programs throughout the year. Some significant teaching and learning achievements occurred in Early Stage One Storytelling Units, through which students developed their intercultural understanding by exploring stories from different cultures, including Aboriginal and Torres Strait Islander stories and stories from Asia. Similarly, in Geography lessons students studied 'A Diverse and Connected World', looking at the similarities, differences and the importance of intercultural understanding.

As a result of these initiatives, 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

Students in Kindergarten to Year 6 received one hour of class music per week. In addition, students in Stage 3 also received an extra hour of combined singing time. Students in Year 7 attended five hours of music classes each fortnight, which completed their hours for mandatory Stage 4 music. The elective music course was delivered to students in Years 9 and 10. The elective students performed at a series of lunch-time concerts during the year, showing a range of performance and composition skills. All high school music students performed student-devised items in the annual 'Showcase' at the end of term 4.

The range of co-curricular musical experiences available to students expanded. The Concert Band, comprised of students from years 3-9, played at school assemblies, at the Alexandria Fair and the Daceyville Big Band Bash.

The Vocal Ensemble gave performances at school assemblies for Harmony Day, Anzac Day and NAIDOC. They also performed at community events such as Harmony Day at Alexandria Town Hall and a CanTeen fundraiser at the Cliff Noble Centre.

The Sapphires had a busy schedule, singing at the AECG 40th Anniversary Conference, the Aboriginal Teachers Conference, the Nanga Mai Awards, and the Deadly Kids Awards at UTS. An especially memorable moment was their performance of the anthem in Dharawal and English at the Aboriginal Servicemen and Women's Memorial Service at the War Memorial.

A combined group of Sapphires and Vocal Ensemble members had the opportunity to sing with well-known local band, The Preatures. They joined the band on the Opera House stage to give the first public performance of the song 'Yanada' at the Opera House. The students performed the chorus, sung in Dharug.

NAIDOC was an important event for the music department again this year. The Sapphires performed several songs with a focus on the theme "Our

Languages Matter". Students from the Year 10 elective class sang "Kulba Yaday" in language, coached by Christine Anu's niece, Syrenne. The Year 9 elective class composed, performed and recorded a sound track for a multimedia piece about the importance of language. It featured a number of our Aboriginal and Torres Strait Islander students and staff talking in and/or about their languages.

The AleX Factor returned for its fourth year. Students from Years 3–6 participated in lunchtime heats with the best acts going through to the hotly–contested Finals Concert. Judges this year were professional musician and Alex Park parent, Tim Nankervis and Charline Emzin–Boyd, the Teachers Federation's Aboriginal Education Coordinator. The judges commented on the very high standard of performances.

Alexandria Park Community Centre

Throughout the year there were 25 various activities where participation could be tracked and regular families determined. The activities offered were weekly programs, parenting programs, toy library, training courses, and community events. Participation of the 143 regular families was as follows:

59 participated in one activity

44 participated in two activities

22 participated in three activities

22 participated in four or more activities

The Alex Park School Readiness Program was well attended and again contributed to healthy Kindergarten enrolments in 2018 with 96% of the enrolments having participated in at least one of the Kinder Transition activities on offer by the School and Community Centre. The Kids and Blokes Playzone event was held again in 2017 where the children who attend the transition program invite a significant male in their lives (eg father, grandfather, uncle, stepdad) to a night of fun and games including sharing a meal together. With the play facilitator and a small team of helpers, including the Kindergarten teachers, the night was a success with 15 blokes and 18 kids participating. .

Nineteen people volunteered at the Community Centre during 2017, usually for playgroups, the clothing & equipment swap or a community event. This year, local parents started running their own playgroup from the Community Centre and will continue these playgroups in 2018. Another two new playgroups were set up during 2017 which involved a partnership between the Schools as Community Centre, Save the Children Play2Learn Program and Counterpoint Multicultural Services and Early Childhood Health. The Community Centre continued to receive a large number of donations of clothing, toys, books and household items which were redistributed to local families.

The Alexandria Park Early Childhood Health Clinic continued during 2017 providing clinics, home visits, new parent programs and solids groups. Due to the

growing number of babies in the local health district the nurses have added a visiting dietician and a new parent group which runs at nearby Green Square. The Orthoptist continues to run a clinic once a month from the Centre and the Community Paediatrician attends once a term. Aspect Building Blocks have also continued operating a weekly playgroup and parent support group on Tuesdays for families with children under school age and on the autism spectrum.

In 2017 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
- Staff from the Child and Family Health Team

Weekly activities on offer by Connect Redfern at the Community Centre were:

- Music & Movement classes for families with children under school age
- Alex Park School Readiness Program for children aged 3–5 years
- Multicultural Playgroup for families from culturally and linguistically diverse backgrounds
- Baby Group for new parents referred by the Early Childhood Nurses
- Dobell Playgroup for families living in public housing in Redfern and Waterloo
- Swedish Playgroup
- Irish Cultural Playgroup
- Japanese Playgroup
- Toy & DVD Library including parenting books
- Booktalk – free pre-loved children's books and books for adults
- Family Food Co-op
- Clothing & Equipment Swap
- Alexandria Community Garden

Additional programs run in partnership with other local government and non–government organisations included:

- 1.2.3. Magic Parenting program
- Circle of Security Parenting program
- Bringing Up Great Kids parenting program
- Education Support training courses (part qualification and full qualification)
- Music Connect
- Musical Beginnings
- Kids & Blokes Playzone
- Three "Playgroups in the Park" family fundays held in Redfern Park
- Redfern Neighbourhood Day
- Summer on the Green
- Family Culture Day Christmas Celebration at Redfern Community Centre
- NAIDOC Family Day at National Centre of Indigenous Excellence

VALID

The *Validation of Assessment for Learning and Individual Development* (VALID) program is an end-of-stage diagnostic assessment for the Science KLA. In 2017, three assessments were delivered: VALID Science and Technology 6, VALID Science 8 and VALID Science 10.

VALID Science 8 is mandatory for Year 8 students in NSW government schools. While VALID Science & Technology 6 and VALID Science 10 are optional, APCS chooses to have our Year 6 and 10 students undertake the assessment. All three VALID tests are interactive multimedia diagnostic assessments that are completed online.

VALID 6

The VALID 6 results were significantly above state average with 70% of students achieving a Level 6, 5 or 4 compared with the state average of 42%. This is an improvement on 2016 data.

VALID 8

The VALID 8 trend data show results slightly above state average with 64% of students achieving a Level 6, 5 or 4.

VALID 10

The VALID 10 results were slightly above state average with 38 % of students achieving a Level 6 or 5 compared with the state average of 33%. 36% of students achieved Level 3 or 4 with 27% of students achieving Level 2. The trend analysis for VALID 10 demonstrated that 47% of Year 10 students achieved an actual growth greater than the expected growth between their Years 8 and Year 10 assessment. With over 53% not reaching their expected growth target, more preparation for the VALID 10 assessment is required.

STUDENT SURVEY RESULTS

The student survey results for Years 6, 8 and 10 demonstrated an overwhelmingly positive attitude to science which was well above the state average. Students list science as one of their three favourite subjects including English and maths. Students responded that they were interested in science, intended to study science in Years 11 and 12 and understood the career options available. They understand that science is constantly changing and the importance of science in protecting the environment. Students also reported that science impacts their everyday life, helps them with decision making and helps them understand the world around them.

Library

The library program at Alexandria Park Community School (APCS) aims to foster information literacy skills in our students to help them become lifelong

learners in 21st century society. In 2017, students actively engaged with the NSW Premier's Reading Challenge (PRC) with 217 APCS students from Kindergarten to Year 9 completing the 2017 PRC, including 16 students who have received Gold or Platinum certificates.

APCS library endorses a library program that encourages our students to read stories that are composed by Australian authors and illustrators. This was evident from the following programs that ran throughout 2017, which involved visits from Australian authors to support a love of literacy and improve reading and writing skills of students:

- *"Author in residence" Week*: children's author Deborah Abela worked with APCS students for a full week, providing whole school presentations and creative writing workshops for each class. In addition to these whole class workshops, a group of gifted and talented writers were identified to participate in extension writing workshops which resulted in the creation of wonderful stories that were written by applying their newly acquired literacy skills from the writing workshop conducted by Deborah Abela.
- *Books-in-Homes Program*: funded by a local business, enables students to receive three brand new books each for three terms to support developing literacy skills in APCS students at home. To inspire students further, author Christopher Cheng visited the school to discuss the importance of reading and engaging with literacy.