

# Albion Park Rail Public School

## Annual Report



2018



4121

## Introduction

The Annual Report for **2018** is provided to the community of Albion Park Rail 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.

Erin Sinnott

Principal

## School contact details

Albion Park Rail Public School

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## School background

### School vision statement

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

### School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 369 students including 23% Aboriginal and Torres Strait Islander enrolments. The school hosts 14 mainstream classes and a number of special education classes including two intellectually mild (IM) and two Multi-Categorical (MC) classes.

Our school is an Action Plan school and is in its second phase of the Early Action for Success initiative. This includes the appointment of an instructional leader to deliver tailored interventions in literacy and numeracy as well as focussed professional learning for teachers to strengthen personalised learning for K–6.

Our school has a strong wellbeing program underpinned by the core values of Achievement, Pride and Respect. Students can participate in alternative education opportunities, an active Student Representative Council and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs, two permanent labs, a mobile lab, and interactive whiteboards and tablets in every classroom.

## 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

### Dynamic Quality Teaching

#### Purpose

High quality teaching has the greatest influence on student engagement and outcomes. Our purpose is to engage students with learning opportunities that are appropriate to their needs. An integrated approach to quality teaching, curriculum planning, and assessment promotes learning excellence in meeting the needs of all students to develop strong skills in literacy and numeracy.

#### 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 and have developed units of work that integrate syllabus.

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
Increased proportion of students achieving expected growth in literacy and numeracy as measured by internal and external measures.	\$80,000	Collaboration days with Instructional Leader and Teacher Mentor. Teacher release.
Increased effective use of assessment practices are demonstrated consistently to plan, analyse, monitor and report on student learning.	\$80,000	Collaboration days with Instructional Leader and Teacher Mentor. Teacher release.

#### 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

Culture of Success for all

### Purpose

Our purpose is to build a school and community culture on the belief that students are highly capable and will thrive in a culture that actively supports their growth as learners and citizens. Our school is committed to developing creative and critical thinkers who are innovative, motivated and resourceful problem solvers.

### 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 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
Increased evidence of creative and critical thinking and problem-solving in teacher programs and classroom learning		Collection of Teachers programs and a more consultative way of programming as a stage.
Increased proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.		Ongoing monitoring of Personalised Learning Plans in consultation with student and child.
Increased involvement of Aboriginal and Torres Strait Islander parent/carers in school events and student learning.	\$5,000	Termly 'Just Cos' meetings to engage the community and consult.  Ongoing participation at AECG meetings.
Increased evidence of effective whole school wellbeing processes that support students so they can connect, succeed, thrive and learn.	\$7000 \$159,000	Employment of a school Chaplain and Deputy Principal Wellbeing

### 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

### Leading a Learning Community

#### Purpose

Our purpose is to build effective and collaborative partnerships with students, parents and the community to support quality teaching, student engagement and achievement. Working in partnership with all stakeholders fosters collaboration and is a way of ensuring that a responsive whole school approach to ongoing improvement is a priority.

#### 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
Increased number of teachers who acknowledge a strengthened collaborative culture that leads to high quality teaching practice.	\$80,000 \$90,000	Collaboration Days and an off class teacher mentor.
Increased leadership capacity of teachers and executive as evidenced by a change in school culture, teaching practice and monitoring of student outcomes.	\$159,000	Opportunity for teachers to relieve as Assistant Principal, the creation of a school Deputy Principal and shared leadership roles. Teachers in Committee chair roles as an opportunity to lead a team.
Increased involvement of parent/carers in school events and student learning.	\$10,000	Parents and community invited into the school on a regular basis, through school and P&C events., such as sausage sizzles, Book Week, Education Week etc.

#### 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
<b>Aboriginal background loading</b>	Aboriginal Educational Officer 4 x days	Increased number of students and parents using M-Goals as platform for PLP recording. Improvement in data from baseline. Number of students who achieved PLP goals. Creation of Aboriginal Cultural room and establishment of an Aboriginal Teacher Mentor.
<b>Low level adjustment for disability</b>	Teacher mentor Years 3–6 Learning and Support Team	Improvement from baseline for all students. ILP's and BMP's in place for all students that require them, including those that are not meeting National Minimum Standard.
<b>Socio-economic background</b>	Deputy Principal Wellbeing Technology support teacher.	Employment of a Deputy Principal to support student wellbeing. Technology teacher off class two days a week to support STEM and teacher support.
<b>Support for beginning teachers</b>	Mentor Teachers specifically assigned.	Beginning teachers are paired with a teacher mentor and supported in their daily classroom practice. Provided with training in L3 and BNL as well as ongoing participation in Collaboration Days.
<b>Early Action for Success</b>	Deputy Principal Instructional Leader K–2 Interventionist	Introduction of Building Numeracy Leaders (BNL) in all classrooms through modelled teaching by expert teachers. Continuing the L3 and TEN pedagogy in all classrooms K–3.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	178	170	190	189
Girls	146	152	158	167

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	92.2	92.2	91.6
1	93.8	95	90.2	90.6
2	93.3	93.7	91.9	88.4
3	92.9	94.6	92.3	92.8
4	89.4	96	91.6	91.8
5	93.2	90.6	91.1	90.9
6	92.8	93.8	90	92.7
All Years	92.7	93.7	91.4	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

In line with the Departments attendance procedures all teachers monitor student attendance and follow up on non-attendance. Teachers contact parents/carers after a child is absent for two days in a row. Further concerns are raised at Learning and Support Team meetings and the appropriate personnel follow up from there. All of this is tracked and recorded.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.12
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.82

\*Full Time Equivalent

Our school employs one teacher that identifies as Aboriginal as well as one SLSO as well as an Aboriginal Education Officer.

### 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	205,975
<b>Revenue</b>	5,027,559
Appropriation	4,944,394
Sale of Goods and Services	2,457
Grants and Contributions	78,764
Gain and Loss	0
Other Revenue	0
Investment Income	1,943
<b>Expenses</b>	-4,811,237
Recurrent Expenses	-4,811,237
Employee Related	-4,501,772
Operating Expenses	-309,465
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	216,322
<b>Balance Carried Forward</b>	422,297

Balance carried forward has been planned to be spent in 2019 using the eFPT planning tool.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,302,748
Base Per Capita	75,441
Base Location	0
Other Base	2,227,307
<b>Equity Total</b>	790,587
Equity Aboriginal	109,947
Equity Socio economic	451,893
Equity Language	4,845
Equity Disability	223,903
<b>Targeted Total</b>	939,349
<b>Other Total</b>	727,402
<b>Grand Total</b>	4,760,085

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

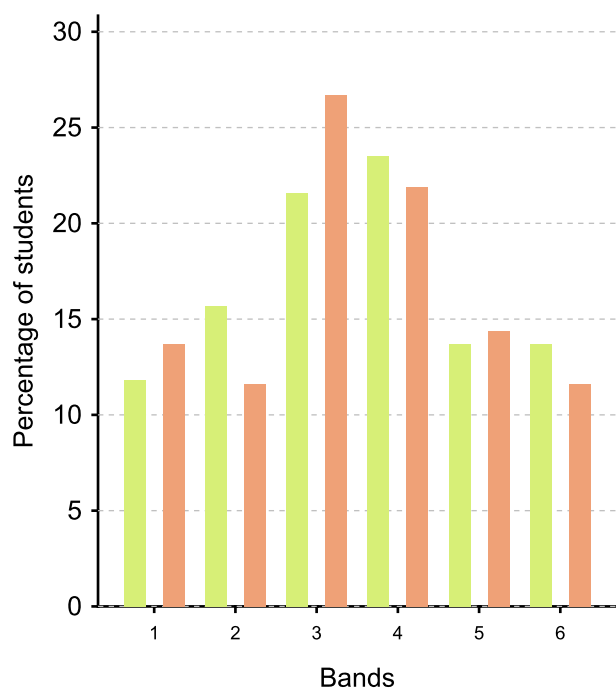
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

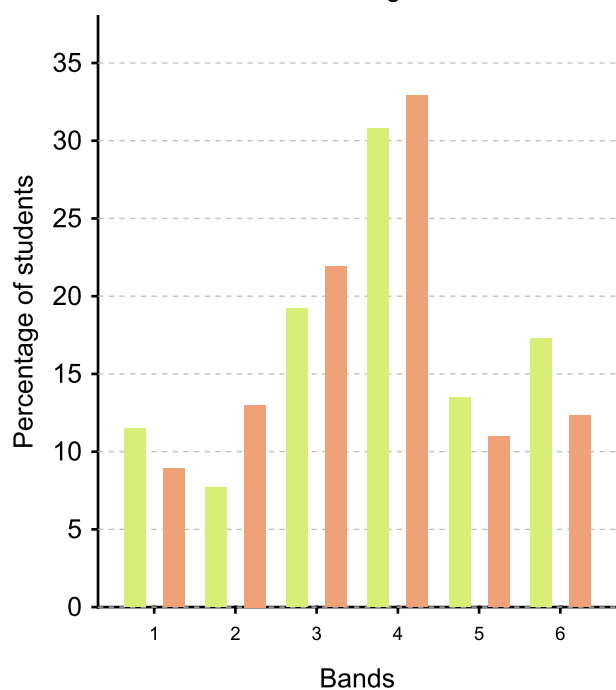
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.8	15.7	21.6	23.5	13.7	13.7
School avg 2016-2018	13.7	11.6	26.7	21.9	14.4	11.6

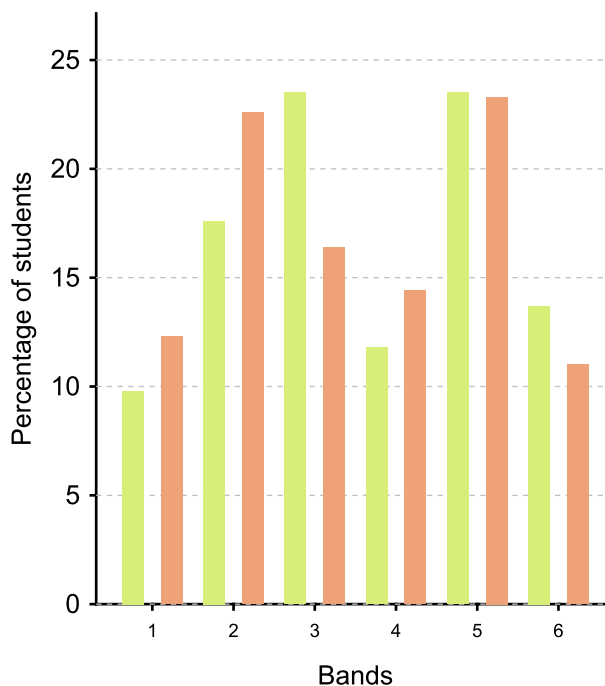
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.5	7.7	19.2	30.8	13.5	17.3
School avg 2016-2018	8.9	13	21.9	32.9	11	12.3

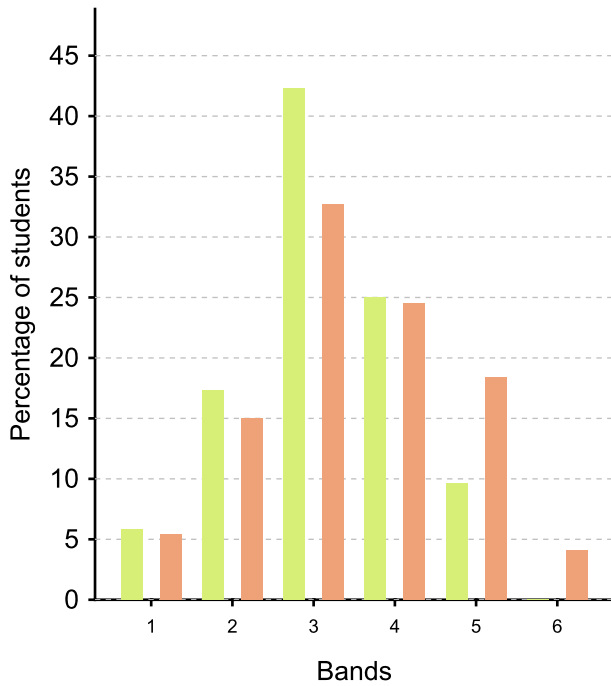
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	9.8	17.6	23.5	11.8	23.5	13.7
School avg 2016-2018	12.3	22.6	16.4	14.4	23.3	11

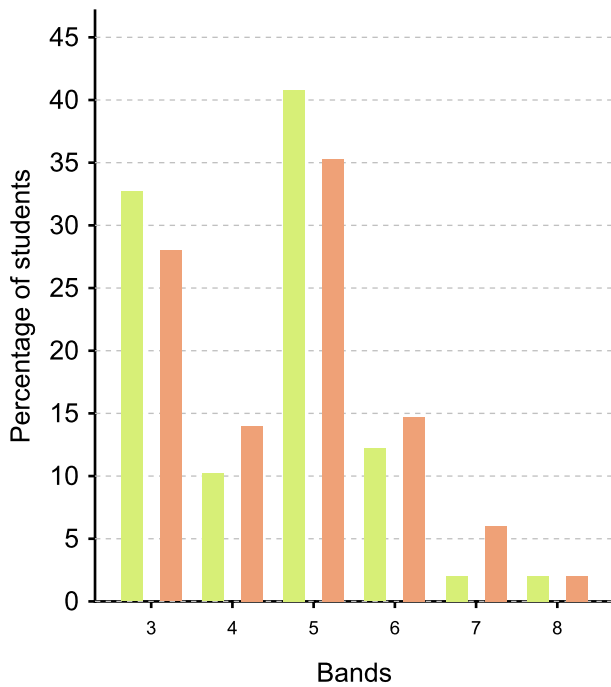
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.8	17.3	42.3	25.0	9.6	0.0
School avg 2016-2018	5.4	15	32.7	24.5	18.4	4.1

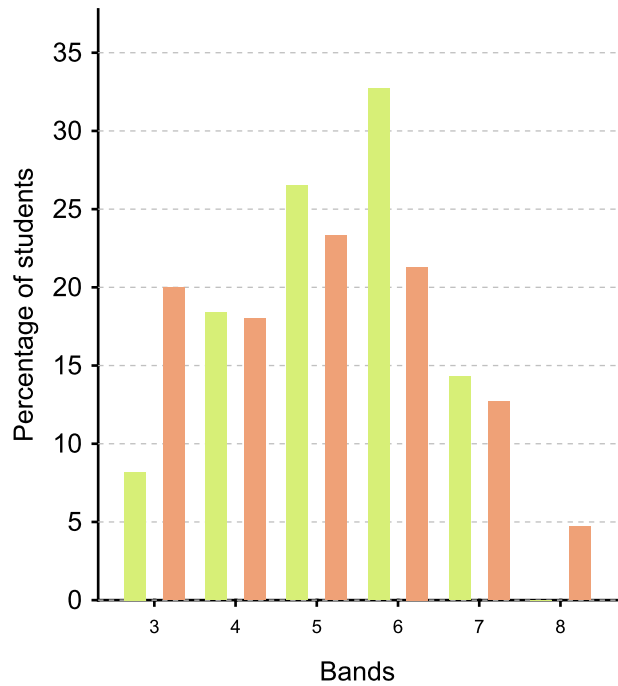
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	32.7	10.2	40.8	12.2	2.0	2.0
School avg 2016-2018	28	14	35.3	14.7	6	2

**Percentage in bands:**  
Year 5 Spelling

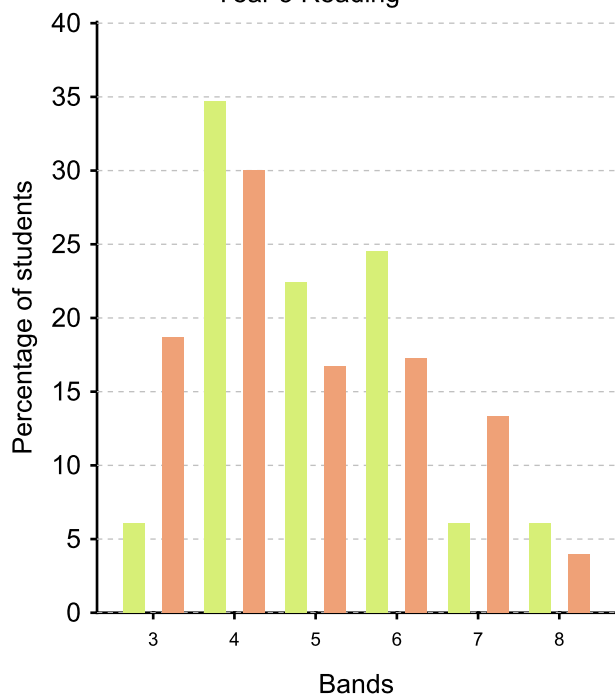


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.2	18.4	26.5	32.7	14.3	0.0
School avg 2016-2018	20	18	23.3	21.3	12.7	4.7



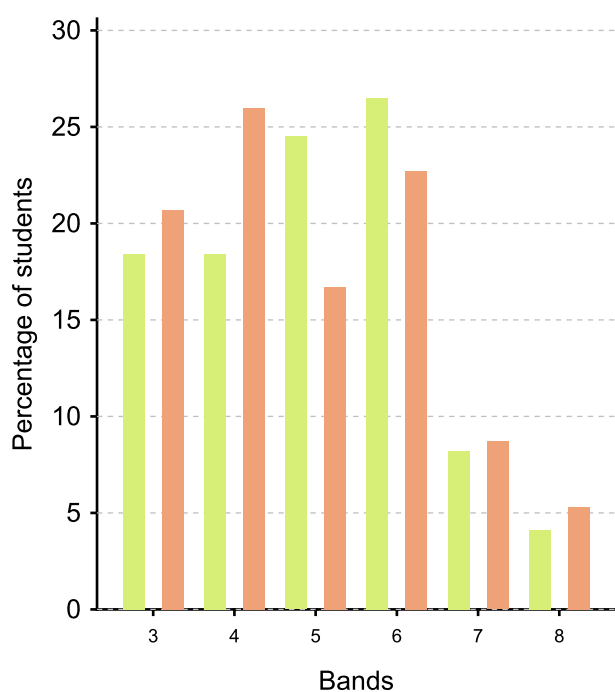
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	34.7	22.4	24.5	6.1	6.1
School avg 2016-2018	18.7	30	16.7	17.3	13.3	4

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

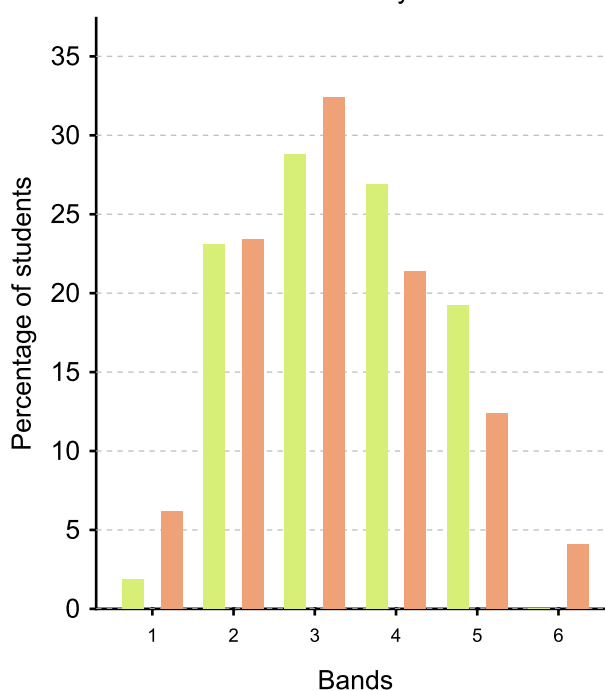


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	18.4	18.4	24.5	26.5	8.2	4.1
School avg 2016-2018	20.7	26	16.7	22.7	8.7	5.3

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

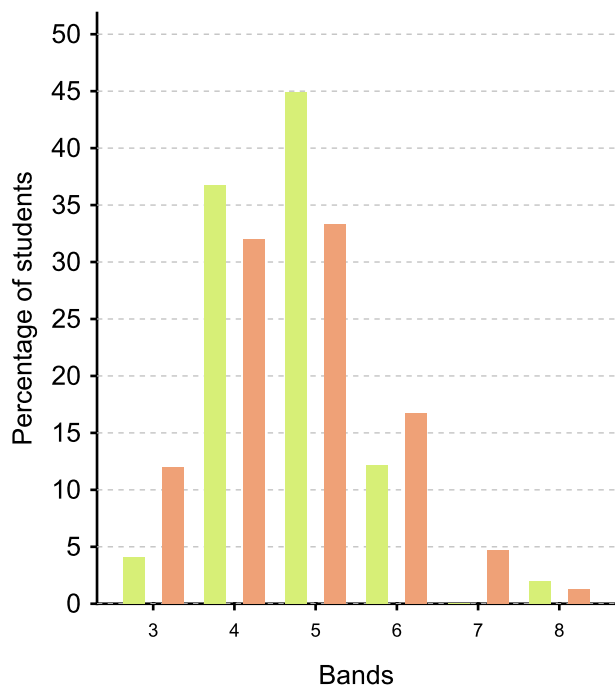
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.9	23.1	28.8	26.9	19.2	0.0
School avg 2016-2018	6.2	23.4	32.4	21.4	12.4	4.1

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.1	36.7	44.9	12.2	0.0	2.0
School avg 2016-2018	12	32	33.3	16.7	4.7	1.3

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.>

There has been a steady improvement for Year 3 achievement in NAPLAN in literacy and numeracy in accordance with the premiers Priorities.



## Parent/caregiver, student, teacher satisfaction

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

In 2018, 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.

The theme for NAIDOC week celebrations was *'Because of her, we can!'*. 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 'Illawarra Flametree

dancers.' All students thoroughly enjoyed the performance and the inclusivity when learning how to do The Dance of the Kangaroo and the Emu. Several of our senior students also participated in a public speaking workshop and then proudly spoke at the Public Speaking competition.

acceptance and combat bullying.

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