

Albion Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Albion Park Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

Albion Park Public School has had another successful year with many amazing things happening at the school and with the students. As the principal I am always proud of the students and what they achieve each and every year. Their amazing attitude towards "giving things a go" is incredible and their willingness to try and continue trying is commendable.

The school held a number of successful community events which were extremely well supported by members of the community. Our hall and COLA have often been overflowing with community members and our end of year assemblies often do not have enough seats for everyone to fit. The P&C as always do an amazing job in supporting the school and managing the canteen which continues to operate 5 days per week. The P&C are a great support to the children at our school and continue to support the school in updating interactive panels (TV's) for all classrooms as well as the highly successful "Fun Day" for the students.

The school embarked on a number of opportunities during 2019 to update and upskill teachers and release them off class to collaboratively plan and work together. This allowed a more streamlined approach to each stage and allowed a greater consistency when looking at assessment tasks. Visible Learning continued to be a focus with many classrooms displaying and utilising a "Bump It Up Wall" allowing students to set their own goals to achieve and being able to visibly see how they are progressing.

The students continued to be highly successful in both external testing, competitions and sports. A range of students represented the school, district and state in a number of sports and were commended numerous times about their sportsmanship and fair play.

I am as principal, always proud of the students of this school.

Glenn Daniels

School background

School vision statement

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

School context

Albion Park Public School is situated in the Albion Park township amongst shops, commercial properties and private houses. The school has a student population of approximately 466 with 18 mainstream classes and 4 special education classes in a support unit. The school has an Aboriginal Population of 7%. Albion Park Public School has a mix of older original school buildings and newer classrooms. It has extensive covered walkways and shaded areas and expansive play grounds. The school has a long history of sporting achievements, academic endeavours and participation in music festivals and choirs.

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Literacy and Numeracy

Purpose

Literacy and Numeracy are lifelong skills that need further development, to equip students with the skills to be confident individuals who strive for academic excellence.

Visual Literacy strategies and student centered learning that is goal orientated is paramount within the school.

Teachers evaluate the effectiveness of their teaching practices including analysis of data and current practices.

Numeracy teaching is current, relevant and engaging for students.

Improvement Measures

To maximise student achievement by increasing the proportion of students in the top 2 NAPLAN bands.

Teachers attend relevant PL and implement relevant Visible Learning strategies within their classroom.

Progress towards achieving improvement measures

Process 1: Identify relevant and essential data structures K–6 and use of data including Embedding Formative Assessment, use of school based data and Plan data.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff have plotted students on ALAN for Additive Strategies. Stage 2 and 3 have adopted strategies in classrooms. Early Stage 1 and Stage 1 requiring further development. Review of implementation procedures to be followed up in 2020.• Staff feedback via Literacy/Numeracy Survey was 75% staff found the Additive Strategies PL either very useful or useful.	<p>1/2 day release for ALAN (PLAN2) per teacher per term</p> <p>1/2 day release per semester per teacher</p> <p>Stage collaborative planning time per term.</p>

Process 2: Teachers strengthen their practice by ongoing and relevant Professional Learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All teachers participate in ongoing professional learning. Topics have included Additive Strategies, PLAN 2, Teaching resources linked to Anita Chin conference, Difficult Conversations with parents, Sound Waves, Literacy Progressions and Phonological Awareness. Continued implementation of the fortnightly professional learning plan to continue into 2020.	<p>L3 training for both new and OPL teachers</p> <p>1 day release per teacher</p> <p>P.L time and collaboration</p>

Process 3: Introduce Visible Learning strategies K–6 that address, monitor and assess student learning, so that students are actively involved in meaningful and relevant learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evaluation was not conducted. Decision to review in Term 1, 2020 with further professional learning to be implemented to support teacher knowledge.	

Strategic Direction 2

Technology

Purpose

To improve the students knowledge, ability and skills to adapt to an ever changing technological environment. To ensure that students have the skills to move forward into the 21st century and beyond with the ability to interact positively and confidently with an ever changing and fast paced environment.

Successful learners are creative and productive users of technology.

Improvement Measures

Technology based scope and sequence is developed K–6 and implemented across all classes (RFF) utilising Robotics, Coding and STEM based activities.

Students participate in and develop flexible thinking and problem solving skills in Robotics, Coding and STEM based activities to have them ready for an ever changing society.

Increased effective use of technology by students and teachers for quality teaching to improve engagement, innovative thinking and creativity in lessons.

Progress towards achieving improvement measures

Process 1: Investigate, program for and implement STEM, Coding Robotics based programs for all classes K–6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Resources, materials and programs aligned and prepared for implementation of K–6 Technology Scope and Sequence for 2020. This included ongoing use of STEM share kits provided by the Department.	STEM admin release 1 day per week Resourcing

Process 2: Review technology use for students in stage 3 to ensure engagement and attainment for students and relevant PL for teachers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Highly effective BYOD in Stage 3. Evidence of devices being used in all Stage 3 classrooms and to enhance teaching and learning across all Key Learning Areas.	BYOD resourcing

Process 3: Embed quality teaching with ICT focus including resourcing across all areas K–6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">ICT is embedded across K–6 in a variety of ways including class sets of iPads for each stage, staff iPads for support in the delivery of quality teaching and learning in classrooms, updating of television whiteboards in classrooms, STEM delivered through Technology teacher and RFF program and Stage2 in-school BYOD and Stage 3 BYOD.	Resourcing, laptops, iPads, charging stations Cabling for hall and ERC Wifi upgrade for some rooms.

Strategic Direction 3

Welfare

Purpose

To improve and build quality relationships within the school environment and ensure that policy and procedures are suited to APPS.

Meaningful partnerships with families and community to support quality teaching and student engagement and well being of students and staff are extremely important and vital to our school.

Improvement Measures

Review and update of welfare policy and systems to improve consistency in both positive and negative school procedures.

Successful, ongoing Implementation of Peer Support Program 3–6 then K–6 with training of peer support leaders.

Increased partnerships with parents and community organisations to increase understanding and participation in school programs.

Progress towards achieving improvement measures

Process 1: Welfare committee to update school welfare procedures in consultation with appropriate stakeholders and use of the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• <i>New Student Welfare policy finalised, ready for presentation to staff at Term 1, 2020 SDD.</i>• <i>No evaluations completed. To be completed by End Term 1, 2020.</i>	Twilight PL session Incursion–Anti–Bullying

Process 2: Positive peer support programs implemented throughout the school K–6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• <i>Peer Support Program to be implemented in Years 3–6 in 2020.</i>	Resourcing and release for teachers running Peer Support

Process 3: Increased partnerships across and beyond the school including parents and community educational partners.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• <i>Tell Them From Me Survey completed by all students in Stage 3. Highlights of the results included: high engagement of students in class, students reported their wellbeing was supported by staff, confidence in communicating with staff about any issues.</i>• <i>Decision was made to carry over the collaboration to 2020.</i>• <i>Chaplaincy program to continue into 2020</i>	Ongoing component of School Chaplaincy costs Release for coordinators Resourcing

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25950	A number of SLSO's were employed to support identified Aboriginal students needing support in curriculum and/or social aspects of schooling. An incursion occurred for all students during Term 2 which was thoroughly enjoyed by all. Some resources were purchased for classes and students were supported through financial assistance for excursions, events and uniforms.
English language proficiency	\$12815	A small number of students were supported by SLSO's in both in class support and speech programs within the school.
Low level adjustment for disability	\$128976 0.8 staffing \$85373 flexible	The Learning and Support Teacher who is a 0.8 allocation was given 0.2 to make 5 days per week. An additional allocation was given to support both K–2 and 3–6 in terms of a staffing allocation to support students in a range of areas. MiniLit was introduced in K–2 and proved successful as was a speech program. 3–6 were supported by a teacher implementing a range of strategies for students from support to extension groups.
Quality Teaching, Successful Students (QTSS)	\$88681	QTSS funding was used to support each executive to have one day per week off class to support teachers in a range of things including team teaching, goal setting and PDP's, observation lessons, learning plans for students, follow up with behaviour and attendance concerns and monitoring positive improvement measures for their stage and students. Some executives utilised their time to employ staff to support students.
Socio–economic background	\$274042	A range of staffing components were used to successfully support students both in and outside of the classroom environment. This included SLSO's, support personnel and teaching staff to support both permanent teachers introduce a range of measures as well as students on a day to day basis. Staff were given planning days each term to collaboratively plan lessons as well as evaluate previous units. Staff were also given time to evaluate and plan for collaborative assessment tasks and utilise PLAN2 to look at stage development.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	210	222	243	258
Girls	225	207	226	229

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	94.6	94.8	94.6
1	94.4	94	93.8	91.7
2	92.7	94.1	92.9	91.1
3	94	91.3	93.6	92.7
4	93.2	94.2	91.5	93.8
5	93.9	91.7	93	89.2
6	93.8	92.3	92.4	92.3
All Years	93.8	93.2	93.2	92.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.77
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.58
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	577,905
Revenue	5,143,873
Appropriation	4,969,041
Sale of Goods and Services	1,223
Grants and contributions	170,805
Investment income	2,704
Other revenue	100
Expenses	-5,214,255
Employee related	-4,662,295
Operating expenses	-551,960
Surplus / deficit for the year	-70,382

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 2019 budget show a deficit due to a carry forward amount from 2018 not attributed to in this table. This is displayed in the table above as the *Opening Balance* which shows a figure of \$577,905 which has not been calculated in the final Surplus/Deficit for the year figure. 2018 funds were not fully expended and a number of projects were carried through to 2019. Directives for 2019 were to expend funds for the financial year. The 2019 Financial Summary does not accurately display the schools overall financial situation as the school is *not running a deficit model*.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	779,960
Equity Total	441,782
Equity - Aboriginal	25,950
Equity - Socio-economic	274,042
Equity - Language	12,815
Equity - Disability	128,976
Base Total	3,157,424
Base - Per Capita	114,283
Base - Location	0
Base - Other	3,043,141
Other Total	494,075
Grand Total	4,873,241

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The students of the school report that they have an extremely high expectation for success as measured by the Tell Them From Me survey of 98%. Students are happy and like coming to school. The Advocacy for school was rated at 83% by students surveyed meaning they have both high expectations and high advocacy for the school. Parents are extremely supportive of the school and the teachers within it as evidenced by both the number of people attending special events and the positive praise from these days. Parents report that the school is a good school with teachers that care about the students. They are happy with the school and the programs that the school puts in place.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.