

Albion Park Rail Public School

2019 Annual Report



Introduction

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

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

School contact details

Albion Park Rail Public School

Tongarra Rd

Albion Park, 2527

www.albionpkr-p.schools.nsw.edu.au

albionpkr-p.school@det.nsw.edu.au

4256 1287

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 363 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, a permanent lab, a mobile lab, and interactive whiteboards and tablets in every classroom.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Assessment	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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy as measured by internal and external measures.

Increased effective use of assessment practices are demonstrated consistently to plan, analyse, monitor and report on student learning.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Draw on evidence-based research to develop and implement high-quality professional learning in literacy and numeracy teaching.

Evaluation	Funds Expended (Resources)
Interventionist has been employed in Deputy role at APR. Ensure systems and. practices are continued with new intervention teacher. Need to upskill new teacher to this level. Scope and sequence developed K– 6 for phonics to be implemented 2020.	

Process 2: Effective assessment and data skills

Implement and embed a school-wide, systematic approach to the collection and analysis of data to identify student progress and continually refine teaching practice.

Evaluation	Funds Expended (Resources)
Data sessions did not take place. Reading levels for K – 6 to be introduced every term. Use of writing samples to gauge impact of teaching strategies to be more focussed.	Data sessions

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.

Improvement Measures

Increased evidence of creative and critical thinking and problem-solving in teacher programs and classroom learning environments.

Increased proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.

Increased involvement of Aboriginal and Torres Strait Islander parent/carers in school events and student learning.

Increased evidence of effective whole school wellbeing processes that support students so they can connect, succeed, thrive and learn.

Progress towards achieving improvement measures

Process 1: Future Focused Thinkers

Develop and embed high-quality, innovative approaches focusing on higher order thinking, problem solving and the integrated use of technology.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">School wide audit completed with all devices accounted for.Action plan continued.2020 plan approved by Principal and finance committee.	<ul style="list-style-type: none">\$20000

Process 2: Aboriginal Education

Improve Aboriginal and Torres Strait Islander student outcomes while strengthening, understanding and acknowledging Aboriginal histories and cultures in order to build and enhance relationships with Aboriginal parents and the wider community.

Evaluation	Funds Expended (Resources)
Of 8 new Aboriginal Students starting Kindergarten in 2020 4 students and their parent/carers attended. As it was the first Burruga Transition, it was considered a success. The carers/ parents found that this additional support, connection/ Introduction to the school for these new Kindergarten students was important in showing our commitment to Aboriginal Education at APRPs.	\$500

Process 3: Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can succeed, connect and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Mid term 4 – taken to the staff for discussion	Sentral SAS / TIC and SET PBL team leader day \$500

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.

Improvement Measures

Increased number of teachers who acknowledge a strengthened collaborative culture that leads to high quality teaching practice.

Increased leadership capacity of teachers and executive as evidenced by a change in school culture, teaching practice and monitoring of student outcomes.

Increased involvement of parent/carers in school events and student learning.

Progress towards achieving improvement measures

Process 1: Collaborative Practices

Embed collaborative culture and practice to foster the continual analysis of student learning, teaching practice, PDP processes, research and reflection to ensure expert teaching.

Evaluation	Funds Expended (Resources)
EOI process identified quality professionals to support our students in 2020	\$0
K – 2 good and great samples placed on impact wall. 3 – 6 still to be developed.	4 x \$550 WLL school pod sessions 2 X \$550 WLL masterclass

Process 2: Leaders of Learning

Instructional Leaders and mentors develop and implement effective practices to systematically collect, analyse, track and monitor student progress to support and improve quality teaching practice.

Evaluation	Funds Expended (Resources)
BNL plan with classroom resources distributed for start of 2020 school year.	1.5 days \$550 BNL
Masterclass and school pods focusing on transitions and the start of the new year. Information disseminated to staff through collaboration days.	2 X \$550 masterclass 1.5 x \$550 school pods

Process 3: Respectful Community Partnerships

Strengthen communication between school, parents/carers and community to foster partnerships in student learning. Develop and deliver workshops to parents/carers to support student learning at home

Evaluation	Funds Expended (Resources)
Presentation Day acknowledged the achievement of students and was attended by families. Carols evening was a success with a large number of community attending. This event was supported by the staff, students, parents and the wider community.	

Progress towards achieving improvement measures

Kindergarten Orientation was well attended by students and parents.	
---	--

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$100,000 Aboriginal Background Funding.	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.
Low level adjustment for disability	\$227,707 total funding \$67,733 of this is used flexibly to pay for student support e.g. Speech Therapy, individual support.	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.
Socio-economic background	\$502,174 total funding \$459,488 used flexibly e.g. additional class, student assistance, additional staffing.	Employment of a Deputy Principal to support student wellbeing and Assistant Principal LST. Technology teacher off class two days a week to support STEM and teacher support.
Support for beginning teachers	N/A in 2019	N/A in 2019
Early Action for Success	\$163,254 to employ a Deputy Principal Instructional Leader.	Introduction of Building Numeracy Leaders (BNL) and Phonics 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

Students	Enrolments			
	2016	2017	2018	2019
Boys	170	190	189	197
Girls	152	158	167	167

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.2	92.2	91.6	90.8
1	95	90.2	90.6	92.4
2	93.7	91.9	88.4	89.7
3	94.6	92.3	92.8	88.9
4	96	91.6	91.8	90.9
5	90.6	91.1	90.9	91.3
6	93.8	90	92.7	89.5
All Years	93.7	91.4	91.2	90.5
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)	4
Classroom Teacher(s)	18.16
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

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	422,297
Revenue	5,346,401
Appropriation	5,244,541
Sale of Goods and Services	1,377
Grants and contributions	99,696
Investment income	787
Expenses	-5,057,291
Employee related	-4,535,453
Operating expenses	-521,838
Surplus / deficit for the year	289,111

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.

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	967,392
Equity Total	830,912
Equity - Aboriginal	100,930
Equity - Socio-economic	502,174
Equity - Language	0
Equity - Disability	227,807
Base Total	2,439,899
Base - Per Capita	92,410
Base - Location	0
Base - Other	2,347,489
Other Total	866,461
Grand Total	5,104,663

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 website.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me student survey results indicated that

- students believed that staff held high expectations for their success
- 74% of Aboriginal Students strongly agreed that they felt good about their culture when they were at school and
- 61% strongly believed that their teachers had a good understanding of their culture.

Tell Them From Me staff survey results indicated that they believed

- They strived to understand the learning needs of students with special learning needs with a score of 9.0 compared to the state score of 8.2
- They established clear expectations for classroom behaviour with a score of 9.2 compared to the state score of 8.2
- They set high expectations for student learning with a score of 8.9 compared to the state score of 8.0 and
- They monitored the progress of individual students with a score of 8.8 compared to the state score of 8.0.

Tell Them From Me parent survey results indicated that

- Teachers help students who need extra support with a score of 9.0 compared to the state score of 6.7
- Teachers help students develop positive friendships with a score of 8.1 compared to the state score of 6.7
- My child is clear about the rules for school behaviour with a score of 8.6 compared to the state score of 7.7 and
- They felt welcome when they visited the school with a score of 7.7 compared to the state score of 7.4

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.