

Alexandria Park Community School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

I am proud of our vibrant and exciting kindergarten to Year 12 community school. I am proud of our students, our inclusive and positive school culture, and our achievements in 2019. With a strong focus on our values of learning, respect and safety; students, staff, parents and community have worked collaboratively to see learning, teaching and leading flourish in 2019.

Our student enrolments continue to increase in both the primary Years K – 6 and secondary Years 7 – 12 sectors of our school. Most notably is the continuing growth in student enrolments at the key transition points of entry to school in Kindergarten and entry to high school in Year 7.

Such healthy growth continues to bring increased resources to the school, in terms of staff and funding. Each year the primary and high school executive teams employ strategic and creative thinking to ensure that financial and resource management planning is maximised to deliver on improvements in students' educational experiences and outcomes. This includes the flexible use of our learning spaces in the temporary 'pop-up' school and access to technology for teaching, learning and administration for students and staff.

At all stages of learning, Alexandria Park Community School (APCS) continues to provide engaging educational opportunities in a diverse range of academic and extracurricular programs, building on students' strengths and talents. Our staff, parents and community partners have high expectations of our school and are committed to nurturing wellbeing and inspiring our students to achieve their personal best.

It is with pride that I reflect on our progress and achievements as a school community in 2019:

- The Inner City Local AECG (Aboriginal Education Consultative Group) and Alexandria Park Community School (APCS) hosted a Cultural Immersion Program. This amazing program provided staff from APCS, the Inner Sydney High School and Green Square School the opportunity to connect with, listen to and learn about people, agencies and programs in our local community – providing schools with cultural, academic and social support to enhance school-based curriculum and wellbeing programs.
- Establishing a school-based instructional leader for early years literacy and L3. Supporting the development of professional learning in Kindergarten classrooms and promoting a collaborative and reflective culture.
- Teachers Coco Page, David Olsen and Muhammed Abdullah were named recipients of the prestigious Department of Education awards for significant contribution made to teaching.
- The construction of two new co-teaching spaces in high school and the introduction of CoWs, (computers on wheels), Promethean boards and sound technologies used in those spaces further enhanced our futures learning practices.
- Significant professional learning and collaboration for all teachers in K – 6 to develop programs, share teaching practice and deliver lessons in the Primary co-teaching space.
- The largest number of Kindergarten students, to date, achieving the target level for reading: 76% of students reached Level 9 or beyond, exceeding the school plan target of 60%.
- The introduction of peer support K–6 built strong relationships within the primary school allowing our Stage 3 students to demonstrate outstanding leadership skills.

- Seven students (out of 5231 students state-wide) achieved results in the top 100 in year 6 VALID, an online end of stage assessment in Science.
- Joey (Year 6) was selected in the South Sydney Rabbitohs/Balmain Tigers under 11's. The team was undefeated and had three consecutive wins to take out the Sydney East Rugby League Championship.
- Munk (Year 7) competed in swimming at Zone, Regional and State levels and in Cross County at Regional level.
- In the Australian Mathematics Competition 8 out of 33 students received a distinction (24%), and 11 out of 33 students received a credit (33%) – that means 19 out of 33 students received a credit or above (58%). Congratulations to Year 9 student Brendan (Tian), top 3% and Year 8 student Min Soo, top 4%.
- Biwali was selected in the NSW CHS basketball team which won the state championships. He was awarded most valuable player (MVP) in these championships. He was also selected in the NSW all schools team. He represented NSW U18 and national U17 teams outside of school. He was awarded a Nanga Mai Award for Sports Person of the Year. Biwali was awarded a prestigious NSW CHS Blue for Basketball.
- NSW Combined High School (NSW CHS) Basketball results saw the girls open team placed 6th in State, the girls 15's team 3rd in State, and the boys open team in the top 16 in State.
- Tenayah of Year 10, was selected in basketball at the regional level and for NSW outside of school.
- Jamal (Year 10) was selected for the Eastern Sydney Zone Football Team. Jamal was also selected in the Australian Men's Indigenous First Nations "Mariya's" Squad in football representing Australia in New Zealand in January of 2020.
- Our senior cricket team won the PSSA competition.
- The most incredible and memorable Year 12 Graduation ceremony was held acknowledging and celebrating the success of the Year 12 class of 2019 and their traditional cultures.
- 17 Aboriginal students attained the qualification of the Higher School Certificate, the largest number in the history of the school.

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 future focused educational opportunities provided from Kindergarten to Year 12. These experiences allow all students to LEARN, LEAD & 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 and underpinned by our education principles of Aboriginal Identity, Community, K–12 School, Comprehensive Learning, Connecting with Nature and Health and Wellbeing.

Uniquely designed as a Kindergarten to Year 12 school, our outstanding teachers deliver continuous and uninterrupted quality educational opportunities to all students including our selective stream setting.

Our school is a place of excitement and adventure for our students. We are proudly inclusive and offer a diverse range of opportunities to succeed in areas such as academic, sport, technology, the creative and performing arts, leadership and citizenship, public speaking and debating and 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

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

Strategic Direction 1

Achieving and aspiring learners

Purpose

To enable students to acquire the knowledge, skills and values to be autonomous and motivated learners for their ongoing personal success.

Improvement Measures

Improvement in the average number of students reaching instructional reading level:

- 9 by the end of Kindergarten
- 17 by the end of Year 1
- 23 by the end of Year 2

Increase in the percentage of students from Year 5, 7 & 9 achieving literacy and numeracy results in the top two bands of NAPLAN

Increase in the average scaled HSC mark

An increase in the number of students operating at a:

- *Figurative* level or above by the end of Kindergarten
- *Counting on and back* level or above by the end of Year 1
- *Facile* level or above by the end of Year 2

Progress towards achieving improvement measures

Process 1: ENGAGING LITERACY AND NUMERACY PROGRAMS

Strengthen literacy and numeracy programs to engage students in a dynamic curriculum K–12

EP 3 & 4

Evaluation	Funds Expended (Resources)
<p>76% of Kindergarten students reached instructional reading level 9.</p> <p>56% of Year 1 students achieved a reading target of 17.</p> <p>70% of Year 2 students reached instructional reading level 23.</p> <p>2 teachers completed the L3 training program</p> <p>48% of Year 3 and Year 5 students achieved results in the top 2 bands of NAPLAN reading and numeracy</p> <p>Average valued added increased from Year 3 to Year 5.</p> <p>43% of Year 7 and Year 9 students achieved results in the top 2 bands of NAPLAN reading and numeracy</p> <p>Average valued added increased from Year 5 to Year 7 and significantly increased from Year 7 to Year 9.</p> <p>In Years 5, 7 and 9 students achieving at or above expect growth exceeded state and like schools averages.</p> <p>Average scaled HSC mark was 71%. Ancient History, Chemistry, English Extension 2, Legal Studies, Music 1, Visual Arts, Physics and Business Services were above state average. Results in Visual Arts were 47% above state average and in Music 1 they were 22% above state average.</p>	<p>Professional Learning funds targeted staff release for training and data analysis.</p> <p>School development days, twilight professional learning, faculty/stage meetings timetabled with literacy and numeracy focus.</p> <p>Equity funds allocated for stage and faculty planning to further embed learning, assessment and data analysis.</p> <p>SLSO in class support for identified students utilising Integration Funding Support.</p>

Progress towards achieving improvement measures

71% of Year 1 students reached level 3(counting on and back)

59% of Year 2 students reached level 4 (facile).

Process 2: EVIDENCE–BASED INDIVIDUALISED LEARNING

Embed a whole school approach to meeting the diverse needs of learners through evidence–based teaching, learning and assessment practices

EP 3 & 4

Evaluation	Funds Expended (Resources)
<p>K – 12 standardised program and registration templates align to NESA compliance requirements.</p> <p>Standardised program and registration templates document evidence–based differentiation practices for diverse learners including English as an additional language or dialect, Aboriginal and Torres Strait Islander students, high potential and gifted, and students' with additional learning needs.</p> <p>Professional learning in differentiation strategies and formative assessment strengthened teacher practice and embedded formative assessment and differentiation strategies in teaching programs to enhance teaching, feedback and learning. 68% of teachers agreed or strongly agreed that professional learning on evidence based teaching practices supported improved student achievement.</p>	<p>Professional Learning funds targeted staff release for training and data analysis.</p> <p>All faculties and stages participated in programming scope and sequence improvement activities with PL and Equity funds allocated to provide additional release for planning as needed.</p>

Strategic Direction 2

Teaching, professional learning and innovation

Purpose

To embed collaborative professional practices in futures learning, teaching and continuity of curriculum outcomes Kindergarten to Year 12.

Improvement Measures

Improved teacher self-efficacy to implement future focused teaching programs within the classroom.

Evidence of explicit links between a K–12 professional learning schedule for 2018 – 2020 and progress toward improvement measures for Strategic Directions 1, 2 & 3

Evidence of co-teaching, authentic integration of technology and critical & creative thinking tasks embedded in teaching programs.

Improvement in aspects of the 'Teaching' domain of the SEF 2 as determined by internal validation processes

Progress towards achieving improvement measures

Process 1: FUTURES LEARNING

Enhance teachers' capability to engage students in quality futures learning across the curriculum K–12

EP 2, 3 & 4

Evaluation	Funds Expended (Resources)
<p>Enhanced teacher self-efficacy has resulted in co-teaching being implemented as a signature pedagogy K – 12.</p> <p>79% of all teachers participated in co-teaching teams engaging students in futures learning K – 6 and in Stages 4 and 6.</p> <p>Data collected from teacher reflections and on-going evaluations of professional learning was used to collaboratively develop the APCS Gold Standard framework for best practice in co-teaching.</p>	<p>Ongoing professional learning and improvement are key priorities for all staff with funds allocated to ensure all teaching and learning programs have their focus in futures learning.</p> <p>Equity and PL funds aligned to support teacher attainment in futures focused learning.</p>

Process 2: COLLABORATION

Embed collaboration processes and action learning strategies to support the implementation of engaging curriculum

EP 3 & 4

Evaluation	Funds Expended (Resources)
<p>Resources were allocated strategically to consolidate teacher collaboration and the sharing of staff expertise. 84% of staff agreed or strongly agreed that teachers demonstrating and sharing their practice was beneficial to their professional learning.</p> <p>Evaluations of collaboration processes through co-teaching and collaborative practice conferences show enhanced levels of professional sharing, dialogue, experimentation and feedback. 94% of staff reported that collaborative practice conferences were a high to very highly effective model for structured teacher collaboration.</p>	<p>Timetabling teacher release to promote collaboration, dialogue and sharing. Funds utilised to purchase additional teacher time so as to enhance release program.</p> <p>Equity funds utilised to provide additional exec release to undertake timetabling and to lead collaborative discussions and practice.</p>

Process 3: EXCELLENCE IN PROFESSIONAL DEVELOPMENT

Progress towards achieving improvement measures

Process 3: Sustain excellence in teacher professional development and leadership

EP 2, 3 & 4

Evaluation	Funds Expended (Resources)
<p>Professional learning team established to review, improve, streamline and evaluate all professional learning. This has resulted in a K–12 professional learning plan aligned to the school's strategic directions and compliance with mandatory training. The plan embeds explicit systems for professional dialogue, collaboration, observation and sharing of effective practice. 65% of teachers reported that they apply feedback from their colleagues to improve professional knowledge and practice.</p> <p>Professional learning focused on developing teachers cultural competency and improving the teaching and learning of Aboriginal pedagogies. This has resulted in increased confidence across K–12 teachers to engage with Aboriginal content, teaching and learning strategies and community connections. 98% of staff reported that the Cultural immersion program met their professional learning needs.</p> <p>Establishment of twilight sessions allowed for a focus on compliance and standardisation of programs, registers and assessment tasks in line with curriculum expectations and the upskilling of staff to more effectively respond to high–level risk behaviour. 96% of staff reported that the twilight sessions connected to their day to day teaching work and associated responsibilities. 85% reported that the program provided ideas and opportunities to strengthen and improve their teaching practices and 95% reported that the program encouraged critical reflection, discussion and collaborative problem solving.</p>	<p>Casual staffing used to support development of PL plan.</p> <p>Implementation of twilight PL with associated meeting costs met using equity and PL funds as needed.</p> <p>Timetabling teacher release to promote collaboration, dialogue and sharing. Funds utilised to purchase additional teacher time so as to enhance release program.</p> <p>Equity funds utilised to provide additional exec release to undertake timetabling and to lead collaborative discussions and practice.</p>

Strategic Direction 3

An engaged and connected Kindergarten to Year 12 community

Purpose

To enrich our Kindergarten to Year 12 community through quality relationships within and beyond our school community with the express purpose of improving outcomes for students.

Improvement Measures

High levels of parent satisfaction and connectedness with the school (celebrations and administration processes)

High levels of student engagement with the school (students connect, succeed and thrive)

Progress towards achieving improvement measures

Process 1: ENGAGING AND CONNECTING

Engage and connect the K–12 community through quality transition, orientation programs, community events and partnerships, celebrations and effective communication.

EP 2, 3 & 4

Evaluation	Funds Expended (Resources)
Transition teams established at key points across the stages to lead transition and orientation programs to meet the learning, social and emotional needs of students as they move through the year levels. Transition and orientation programs successfully implemented at key transition points – Kindergarten, Year 5 OC, Year 7 and Stage 6	Casual staffing used to support development of transition teams. Operational funding utilised to provide additional support staff for preparation of materials and admin support for programs.

Process 2: CULTURE OF BELONGING

Foster a culture of belonging through community events, partnerships and celebrations

EP 1, 2, 3, 5 & 6

Evaluation	Funds Expended (Resources)
The school and The P&C engaged in and supported local community events such as Meet the Teacher, Alexandria Sunday Funday, Harmony Day, Allergy Awareness Week, Connecting to Country, NAIDOC Day, Wear It Purple Day, Are You OK Day, Bandanna Day, and Staff Wellbeing Week. New partnership programs were established in 2019 with Redfern Dance Company, AMP, and Microsoft. Research into parent requests for improved communication resulted in agreement of the implementation of the Sentral parent application to improve school – home communication strengthening engagement and connection. School website updated and maintained to include communication of upcoming events.	Operational funding utilised to provide additional staffing expertise. Funds assigned to support programs and ensure equitable participating of students and staff and promote a culture of inclusion.

Process 3: EFFECTIVE ADMINISTRATION

Evaluate administrative systems and processes ensuring their effectiveness K–12

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Evaluation of enrolment processes ensured that data was successfully entered into ERN ensuring timely and accurate data in EBS, Edval and Sentral to deliver effective systems K – 12.

Finance team implementation of budget manager processes ensured that spending was matched to school planning.

Professional learning for SASS staff increased administrative competencies across the SASS team.

In response to external finance audit issues of procurement and asset management, both procedures were reviewed, expert advice sought and are now streamlined to ensure compliance.

Operational funding utilised to provide additional staffing expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$155 808.00) 	<p>170 Aboriginal and Torres Strait Islander students were enrolled at APCS representing 18% of our school's total population. 64 Aboriginal and Torres Strait Islander students were in the primary school (Kindergarten to year 6) and 106 in the secondary school (Years 7 to 12). The employment of two Aboriginal Education Officers and additional in class support from Aboriginal Learning and Support Officers provides high quality assistance to teachers, Aboriginal students and their families to support improved learning outcomes and engagement for Aboriginal students. The Deputy Principal Instructional leadership strategy implemented in Term 4 targets building teacher capacity to enhance Aboriginal student engagement and growth in reading and numeracy. New programs and partnerships initiated in 2019 include Sistaspark, the transition to year 7 breakfast gathering, personalised learning plans for year 7 in collaboration with the Aboriginal Education and Wellbeing team, and the Aboriginal Voices project, a partnership with academics from Sydney University to establish a leadership framework to enhance Aboriginal student outcomes.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$239 028.00) 	<p>EAL/D specialist teachers were employed to lead professional development for all teachers to enhance their capabilities to meet the language learning and wellbeing needs of the students. EAL/D specialist teachers worked in co-teaching teams and in team teaching to model best practices in EAL/D pedagogy in curriculum development, assessment and reporting. They provided transition support for students and their families newly enrolled into the primary school and for high school students from Intensive English Centres. Newly arrived EAL/D students were integrated into classes and supported with a buddy system. Students needing targeted and intensive personalised support were identified and individual and small group withdraw programs were implemented.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$237 254.00) 	<p>Resources were used to employ three learning and support teachers and six learning and support officers who worked across K – 12. The school has two learning and support teams who systematically lead learning and support processes to meet the needs of students who require adjustments and support to access the curriculum. Learning and support teachers led whole-school professional learning to strengthen teacher skills to implement appropriate adjustments in accordance with the Nationally Consistent Collection of Data (NCCD). Teachers reported that the targeted professional learning enhanced their capacity to provide differentiated and adjusted instruction for identified students and cohorts.</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$237 254.00) 	<p>The employment of Student Learning and Support Officers (SLSOs) provided valuable additional in-class support for targeted students to engage in classroom learning tasks, extra-curricular activities and social programs. A K-12 action learning team continued to build on focusing on programming, adjustments and building positive partnerships for students and families with Autism Spectrum Disorder. The Learning & Support Team collated all student learning and support information to create an accessible student database for teachers to identify students' individual needs and communicate more effectively between teams. The learning & support teachers continued to co-teach across the stages of learning and across to support teachers in implementing appropriate adjustments for students to create an inclusive environment. The wellbeing of students with disabilities was further supported by regular consultation with the school counsellor, outside agencies and support groups, and the implementation of the art therapy group and the Kids Express program. The principles of the Neurological Model of Education (NME) were embedded in PDHPE and Maths project, which resulted in the students creating a Wellness Expo for Stage 3 and 4 students incorporating NME principles, such as the benefits of exercise and mindfulness.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$66 271.00) 	<p>The employment of an Instructional Leader K-2 and the training of two Kindergarten teachers in the L3 literacy strategy strengthened evidence-based, quality and explicit teaching of literacy and numeracy in the early years. The instructional leader worked with teachers in K – 2 observing lessons, providing feedback and collaboratively developing individual student learning plans with a focus on reading skills. Funding was allocated to implement the 'Macquarie Literacy Program' known as MacqLit. The learning and support teacher and support staff were trained in the delivery of MultiLit and MiniLit which enabled the school to deliver tailored programs for low-progress readers of different ages and abilities. The learning and support teacher worked with parents to develop individualised home reading programs.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$85 412.00) 	<p>Collaborative practice conferences led by Assistant Principals and Head Teachers for stage and faculty teams positively impacted the quality of the analysis of internal and external assessment data used to inform planning for particular student groups and individual students. These conferences also impacted on the consistency of curriculum delivery, including the documentation of accommodations and adjustments to teaching and assessment to meet the diverse needs of students. The creation of an above establishment Head Teacher of Teaching and Learning enhanced the quality of the</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$85 412.00) 	professional learning and development programs. Teachers have been supported to trial innovative and evidence-based, future-focussed practices which target the needs of students from low socio-economic backgrounds. Additional banks of iPads and laptops were purchased to increase access to technology in classrooms.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$125 716.00) 	The school had three beginning teachers and a number of early career teachers that were required to complete their accreditation at the level of proficient. Funded beginning teachers were provided with additional release from face to face teaching and were able to access tailored professional learning and mentoring through engaging in a variety of activities such as lesson studies, external professional development based on literacy, numeracy and differentiation and internal support in assessment, reporting and collaboration. This has resulted in a more confident approach to teaching and practice from our beginning teachers. All early career teachers were provided professional advice and guidance through the school's accreditation program which offered support in developing and reflecting upon practice. This program resulted in the improvement of practice of teachers through mentoring and analysis of evidence.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$42 765.00) 	Funding was used to employ a teacher of EAL/D to refine and develop our targeted NAP programs from Kindergarten to Year 6. All new arrival students were withdrawn for small group lessons daily. These lessons focused on the development of oral language and communication skills and also supported classroom programs teaching targeted vocabulary related to stage topics and themes. Transition to school packs were created with an emphasis on visual resources for new enrolments. Students were supported intensively upon their enrolment and provided with resources for their language development in the school and at home. Our NAP teachers also worked closely with classroom teachers to co-teach lessons in reading and writing specifically targeting students individual learning goals to increase their language proficiency in English.
Technology	Funding Sources: <ul style="list-style-type: none"> • Operational Funding (\$73 814.00) 	The creation of additional flexible learning spaces in the school enabled the introduction of new technology experiences for students and staff. Mobile Promethean boards and the incorporation of wearable microphone and speaker system has provided teachers more opportunity to explore the co-teaching model delivery.

Technology	Funding Sources: <ul style="list-style-type: none"> • Operational Funding (\$73 814.00) 	<p>The Technology team delivered teacher training on using technology for formative assessment and led a review of the school's BYOD program. A result of that review was the identification of the effectiveness of the hp Chromebook as the best personal technology device for students. An ease of use, online purchasing program was established and encouraged during orientation for year 5 and 7 students.</p> <p>Primary school interactive Promethean boards were updated with new software to allow different applications to be operated in the classrooms.</p> <p>New laptops and iPads were purchased to update classroom technology sets</p> <p>The school's technology program was supported by the funding of a Technical Support Officer.</p>
Positive Behaviour for Learning	Funding Sources: <ul style="list-style-type: none"> • Professional Learning (\$4 000.00) • Operational Funding (\$8 950.00) 	<p>Positive Behaviour for Learning (PBL) continues to be a significant whole school initiative in ensuring long term academic and personal growth for students. The school has a primary and a secondary PBL team. The teams lead the ongoing building of a positive culture in regards to learning and wellbeing.</p> <p>This year the team engaged in the PBL reload training for teachers, led the annual PBL Carnival for both primary and high school, distributed family information notes and community donation notes to access additional support for the program, designed and purchased individual merit stickers, known as 'Deadly' stickers, and made significant changes to the PBL framework in the high school, including altering the behaviour flow chart and the level systems.</p>
Rebuild	Funding Sources: <ul style="list-style-type: none"> • School Funds (\$9 300.00) 	<p>Activities supporting the rebuild focused on developing future focused practices, technologies and environments to ready teachers and students for the new spaces. The construction of four co-teaching spaces outfitted with computers on wheels and sound systems provided the environments in the pop-up school for staff to continue their action learning. 2019 saw the start of construction with continued consultation about building design. A recently retired Principal who led his school through a redevelopment and the change management process associated with the project was employed in term 4 to support the school with changes to systems, process and practice in preparation for occupation in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	370	395	449	507
Girls	301	321	354	374

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	92.5	91.2	93
1	94	93	90.1	90.3
2	93.6	94.3	92.6	87.7
3	88.6	91.8	92.9	92.6
4	89.6	88.7	92.6	91.3
5	93.9	92.9	91.9	92.8
6	92	89.5	92.5	91.1
7	93.2	90.7	91.4	91.1
8	89.9	91.6	85.4	86.2
9	89.5	90.3	88.2	83.7
10	89.7	90.4	87.7	84.4
11	89.3	89.8	87.4	88.5
12	89.4	91.5	87.2	82.6
All Years	91.4	91.4	89.8	88.8
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
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	0	0	15
TAFE entry	0	0	14
University Entry	0	0	54
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

26.56% of Year 12 students at Alexandria Park Community School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.1% of all Year 12 students at Alexandria Park Community School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	6
Classroom Teacher(s)	44.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	12.3
Other Positions	2

*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	1,274,839
Revenue	11,044,814
Appropriation	10,542,628
Sale of Goods and Services	82,151
Grants and contributions	358,415
Investment income	9,053
Other revenue	52,568
Expenses	-10,254,763
Employee related	-9,355,678
Operating expenses	-899,085
Surplus / deficit for the year	790,051

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	276,738
Equity Total	742,416
Equity - Aboriginal	180,723
Equity - Socio-economic	85,412
Equity - Language	239,028
Equity - Disability	237,254
Base Total	8,109,715
Base - Per Capita	188,368
Base - Location	0
Base - Other	7,921,348
Other Total	753,890
Grand Total	9,882,759

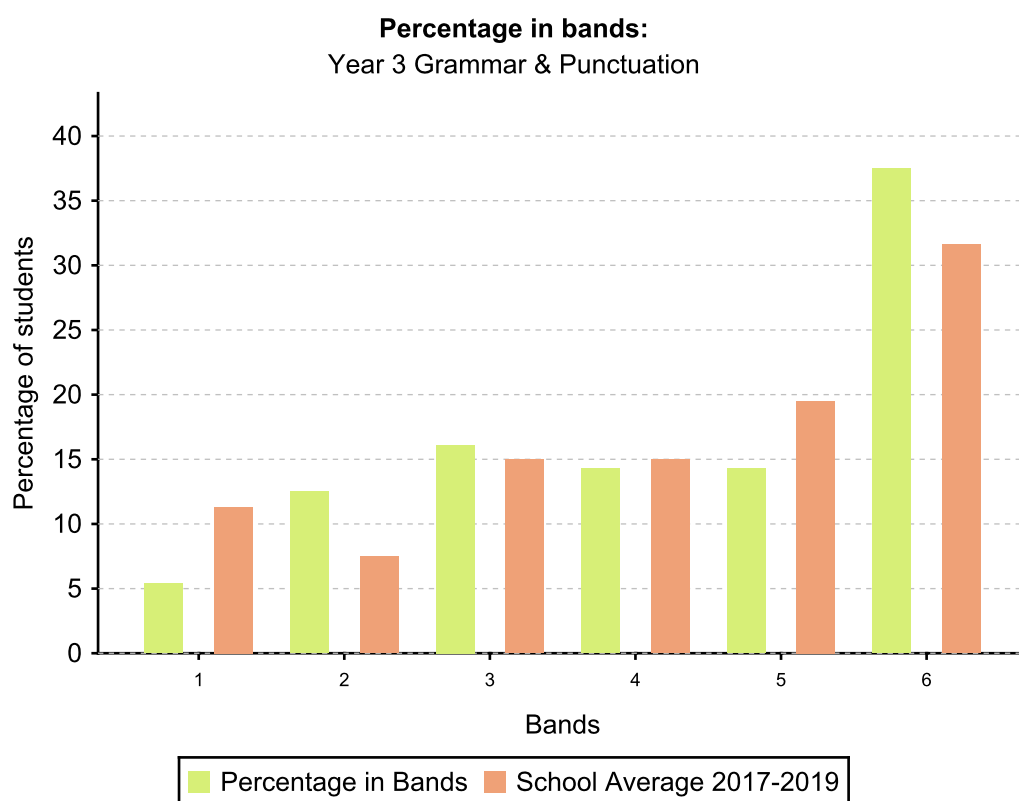
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

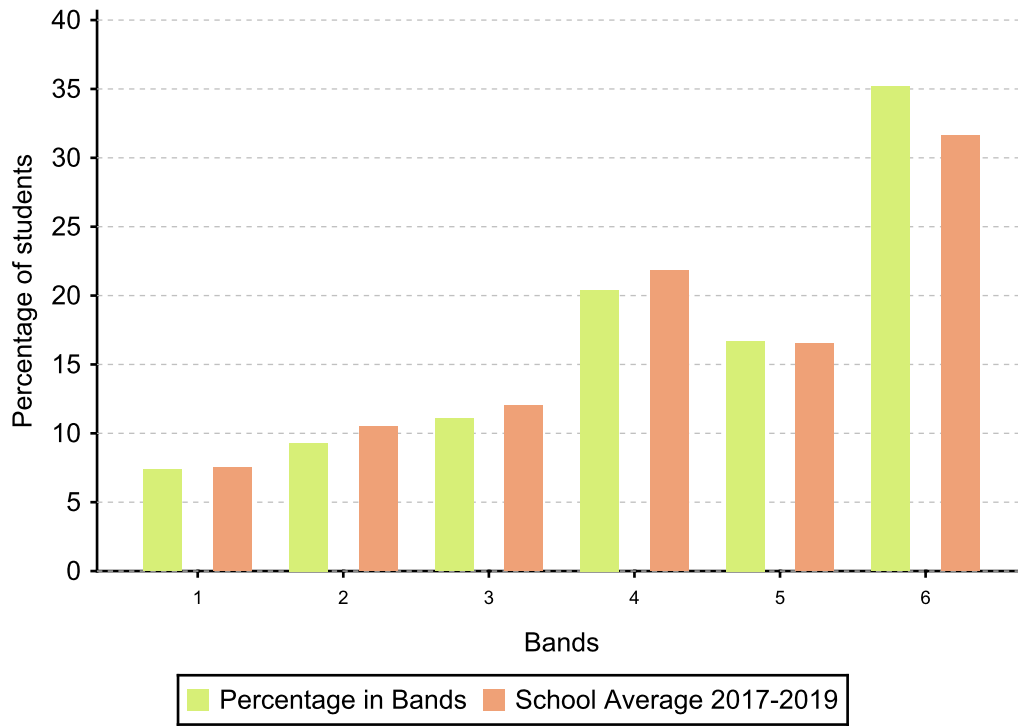
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	5.4	12.5	16.1	14.3	14.3	37.5
School avg 2017-2019	11.3	7.5	15	15	19.5	31.6

Percentage in bands:

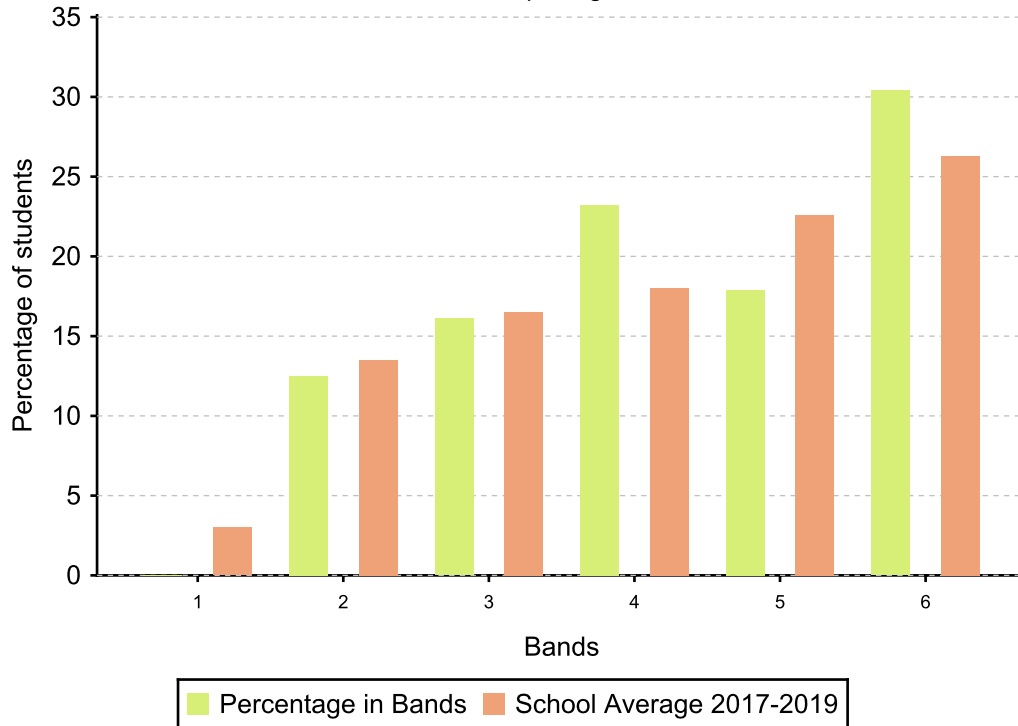
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	7.4	9.3	11.1	20.4	16.7	35.2
School avg 2017-2019	7.5	10.5	12	21.8	16.5	31.6

Percentage in bands:

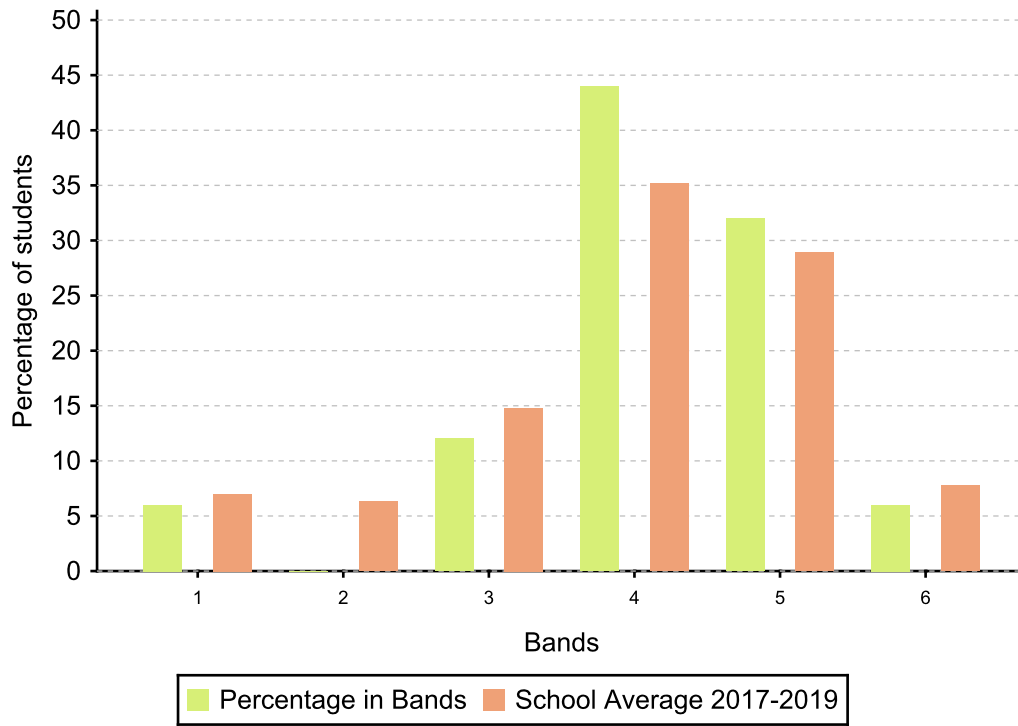
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	16.1	23.2	17.9	30.4
School avg 2017-2019	3	13.5	16.5	18	22.6	26.3

Percentage in bands:

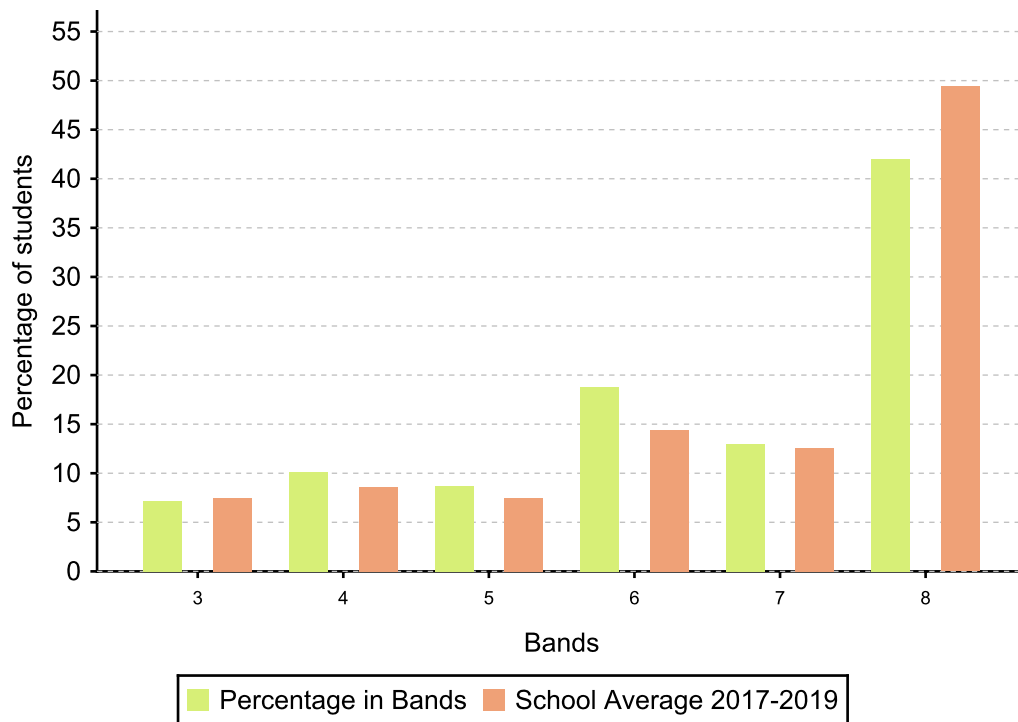
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	6.0	0.0	12.0	44.0	32.0	6.0
School avg 2017-2019	7	6.3	14.8	35.2	28.9	7.8

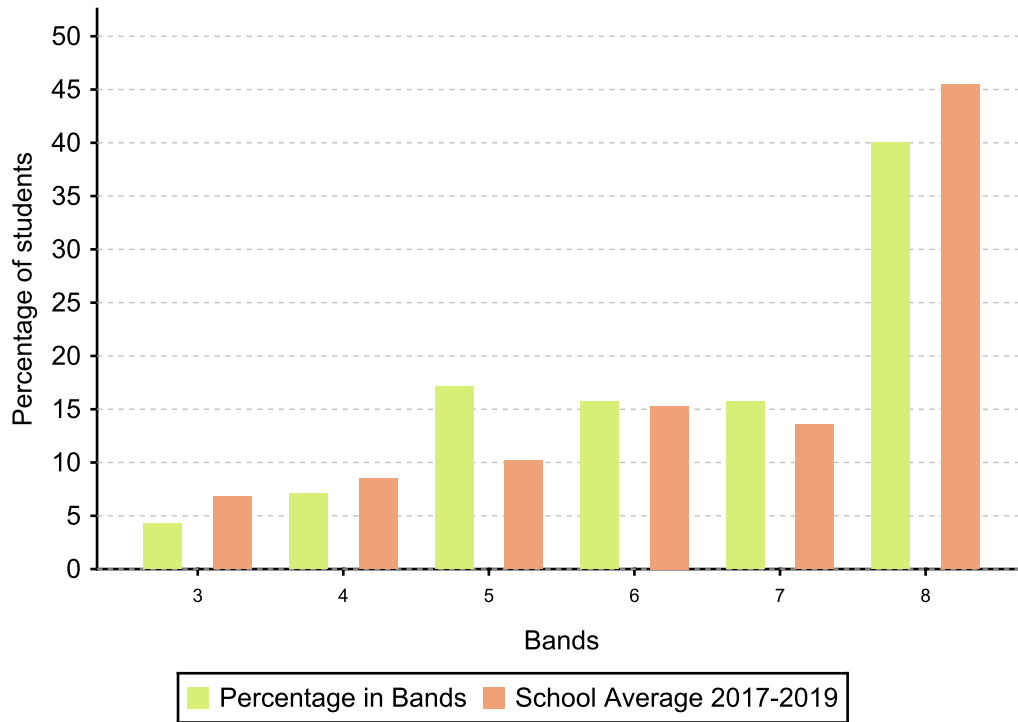
Percentage in bands:

Year 5 Grammar & Punctuation



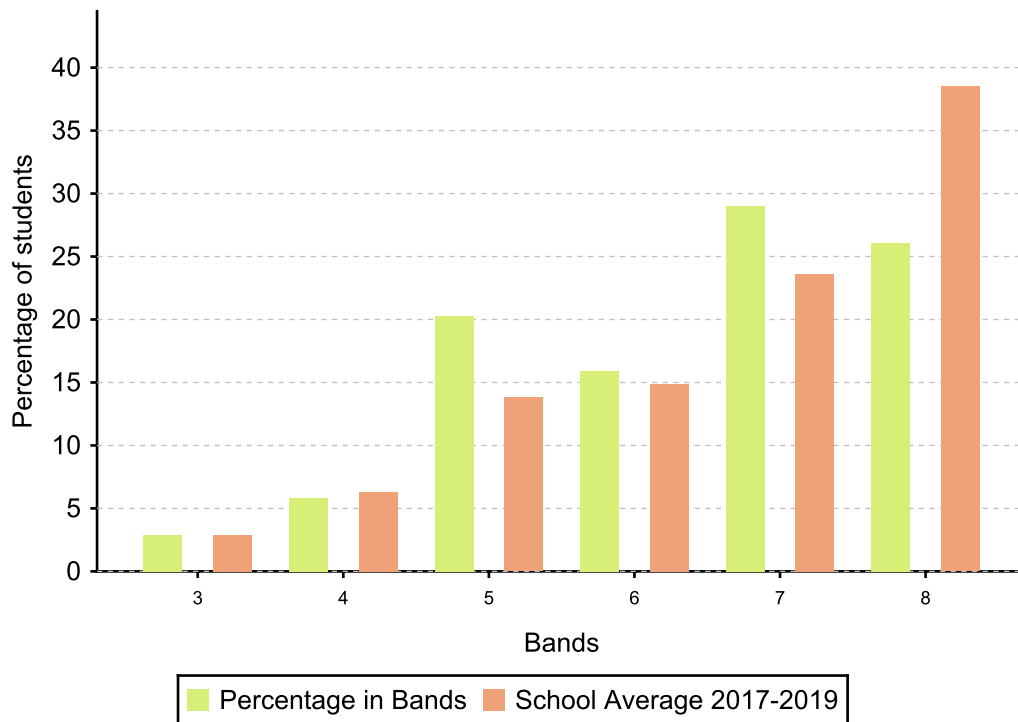
Band	3	4	5	6	7	8
Percentage of students	7.2	10.1	8.7	18.8	13.0	42.0
School avg 2017-2019	7.5	8.6	7.5	14.4	12.6	49.4

Percentage in bands:
Year 5 Reading



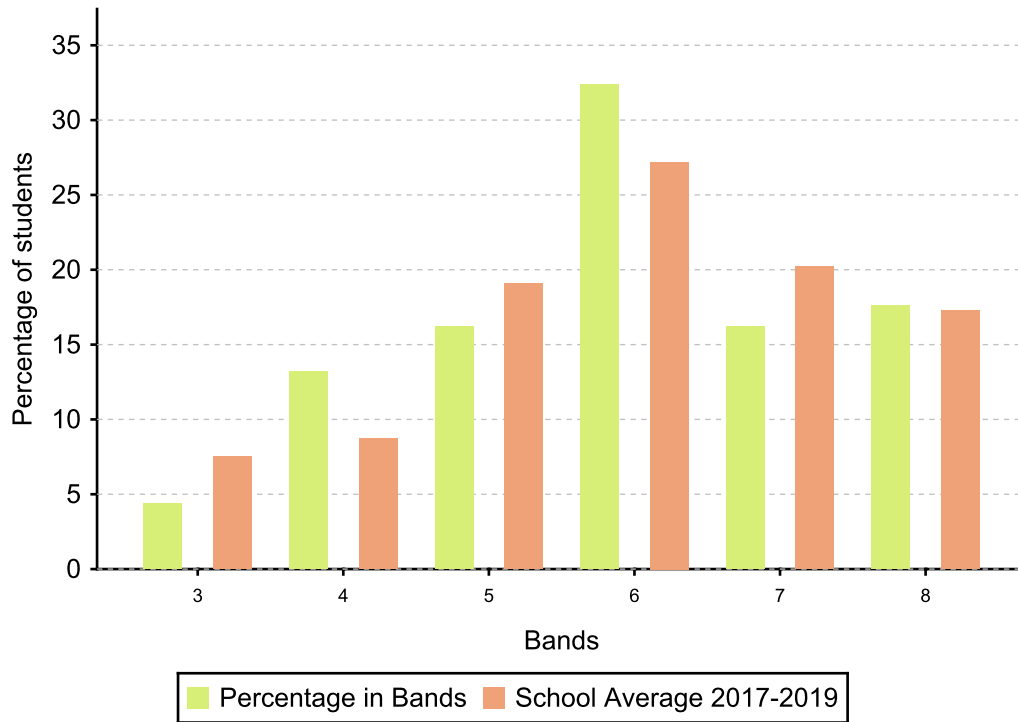
Band	3	4	5	6	7	8
Percentage of students	4.3	7.1	17.1	15.7	15.7	40.0
School avg 2017-2019	6.8	8.5	10.2	15.3	13.6	45.5

Percentage in bands:
Year 5 Spelling



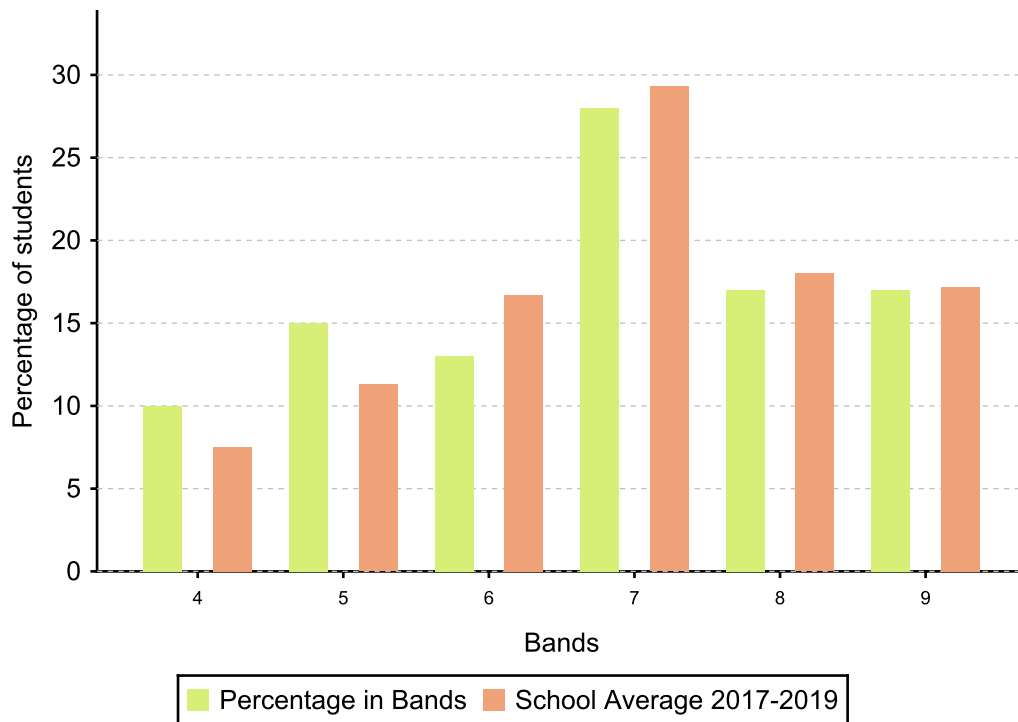
Band	3	4	5	6	7	8
Percentage of students	2.9	5.8	20.3	15.9	29.0	26.1
School avg 2017-2019	2.9	6.3	13.8	14.9	23.6	38.5

Percentage in bands:
Year 5 Writing



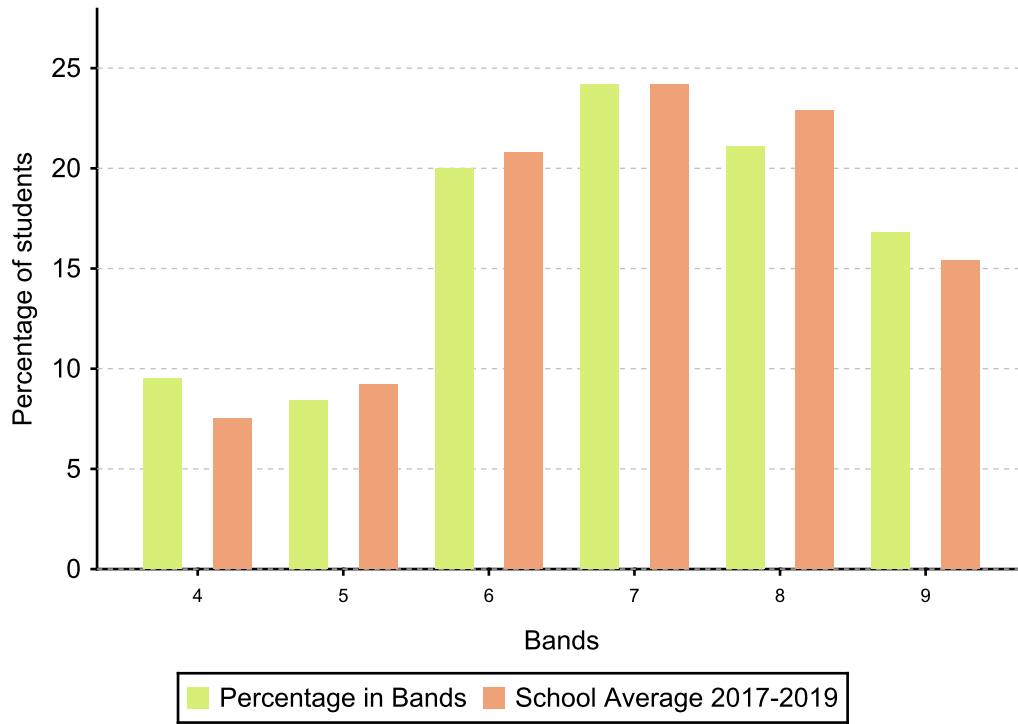
Band	3	4	5	6	7	8
Percentage of students	4.4	13.2	16.2	32.4	16.2	17.6
School avg 2017-2019	7.5	8.7	19.1	27.2	20.2	17.3

Percentage in bands:
Year 7 Grammar & Punctuation



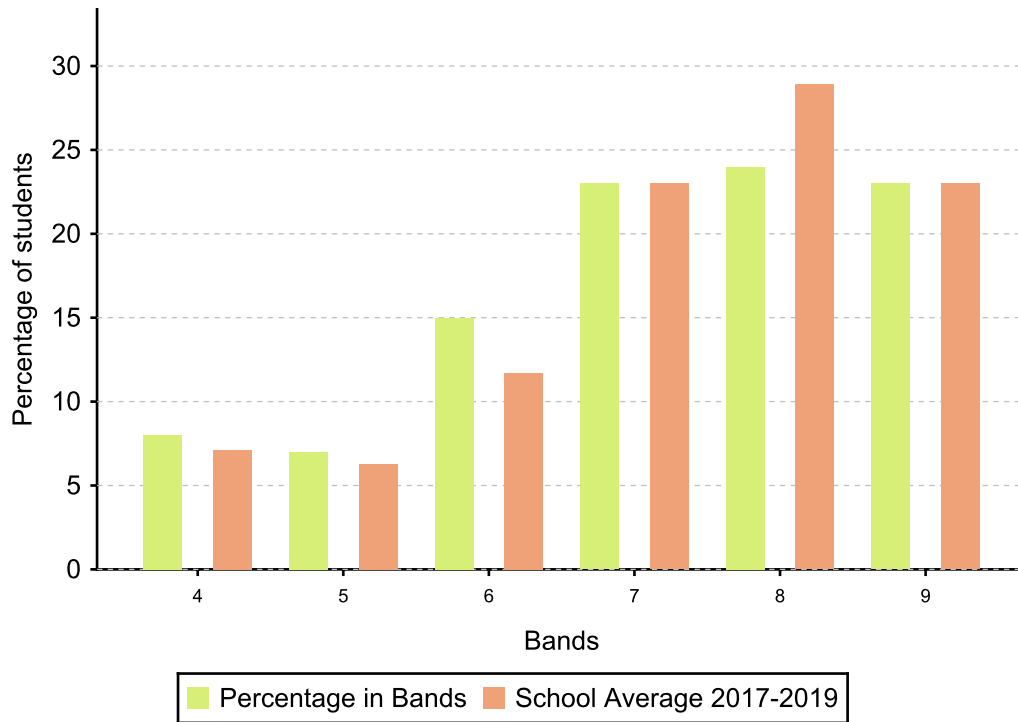
Band	4	5	6	7	8	9
Percentage of students	10.0	15.0	13.0	28.0	17.0	17.0
School avg 2017-2019	7.5	11.3	16.7	29.3	18	17.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	9.5	8.4	20.0	24.2	21.1	16.8
School avg 2017-2019	7.5	9.2	20.8	24.2	22.9	15.4

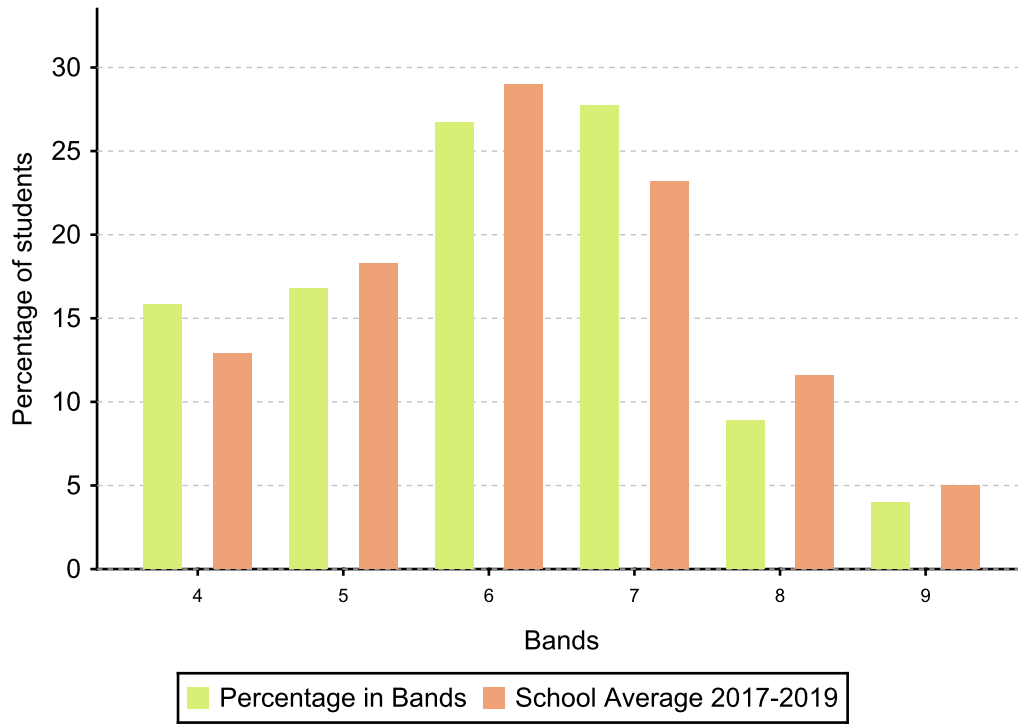
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	8.0	7.0	15.0	23.0	24.0	23.0
School avg 2017-2019	7.1	6.3	11.7	23	28.9	23

Percentage in bands:

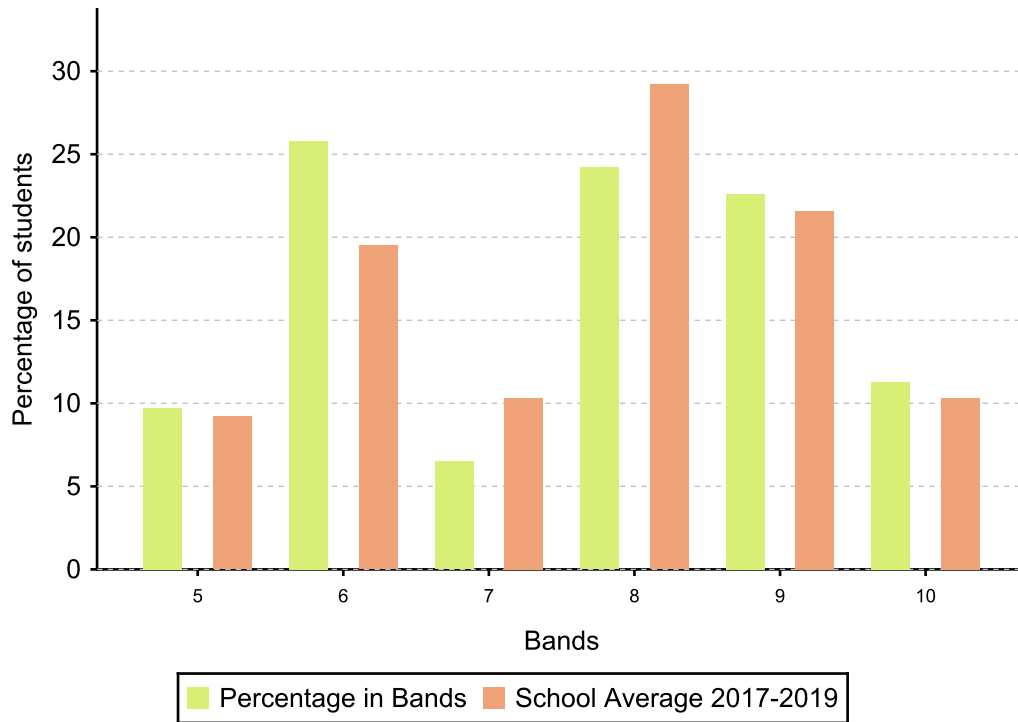
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	15.8	16.8	26.7	27.7	8.9	4.0
School avg 2017-2019	12.9	18.3	29	23.2	11.6	5

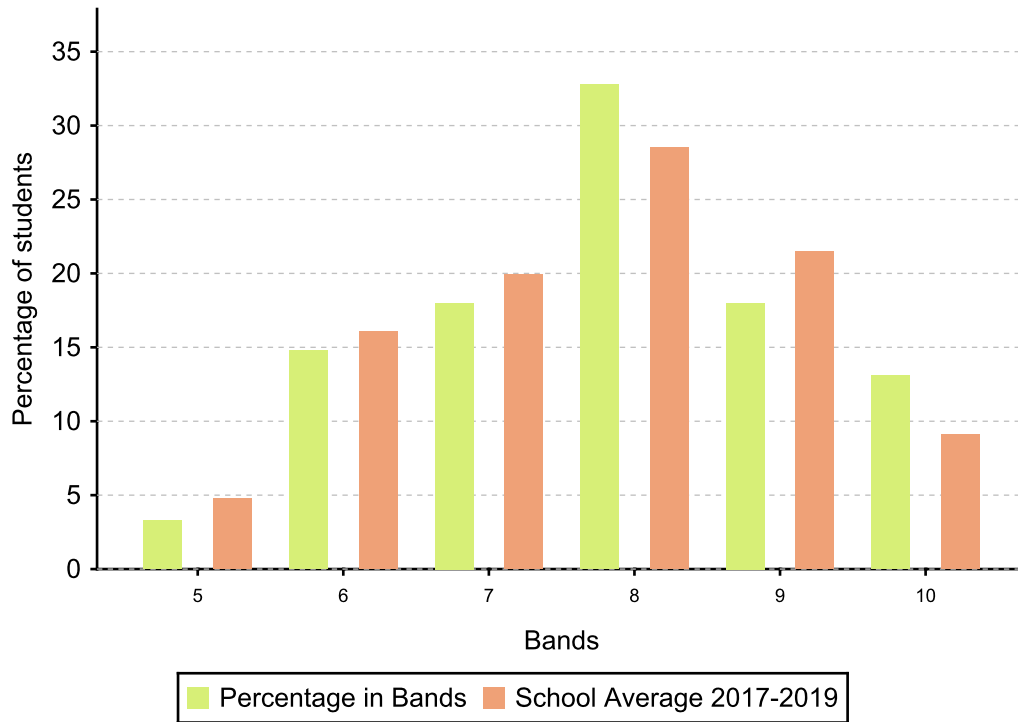
Percentage in bands:

Year 9 Grammar & Punctuation



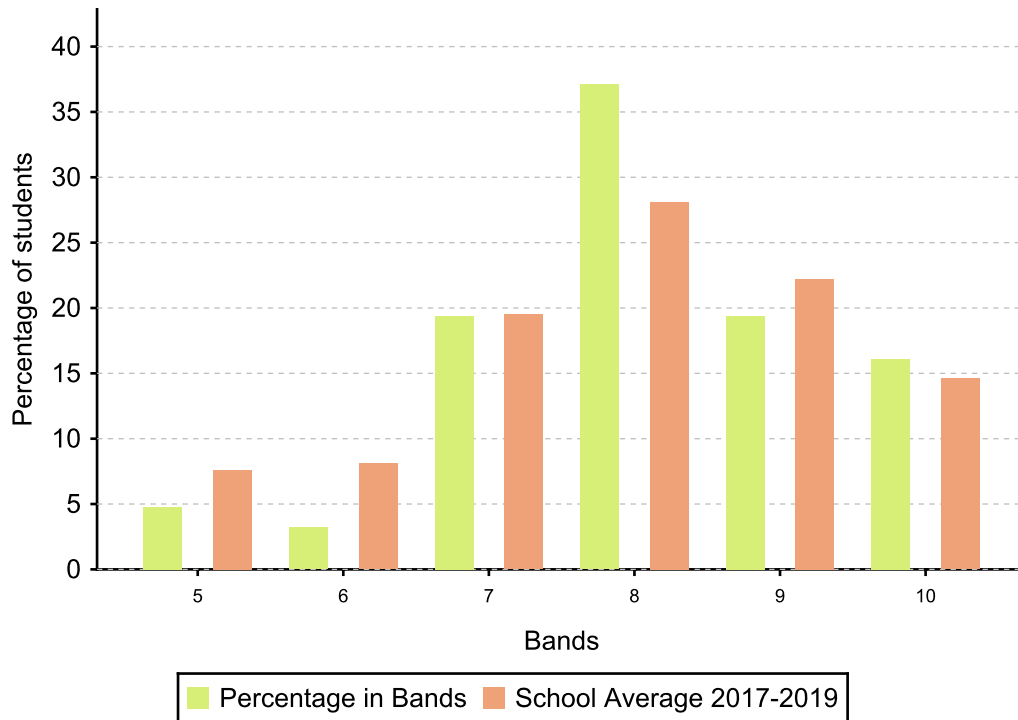
Band	5	6	7	8	9	10
Percentage of students	9.7	25.8	6.5	24.2	22.6	11.3
School avg 2017-2019	9.2	19.5	10.3	29.2	21.6	10.3

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	3.3	14.8	18.0	32.8	18.0	13.1
School avg 2017-2019	4.8	16.1	19.9	28.5	21.5	9.1

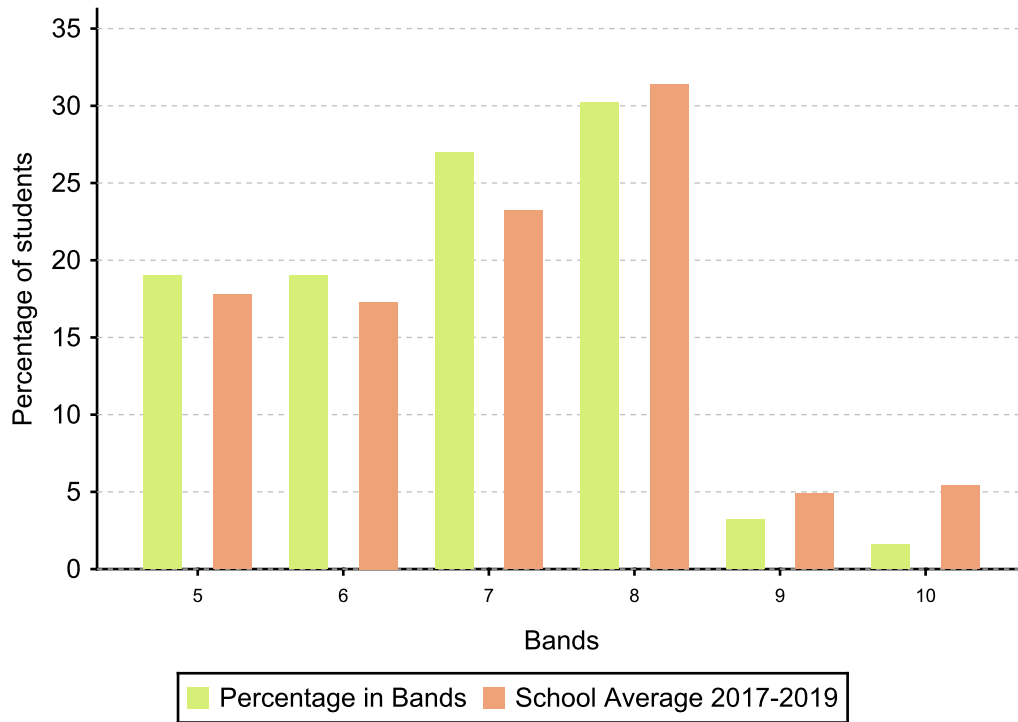
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	4.8	3.2	19.4	37.1	19.4	16.1
School avg 2017-2019	7.6	8.1	19.5	28.1	22.2	14.6

Percentage in bands:

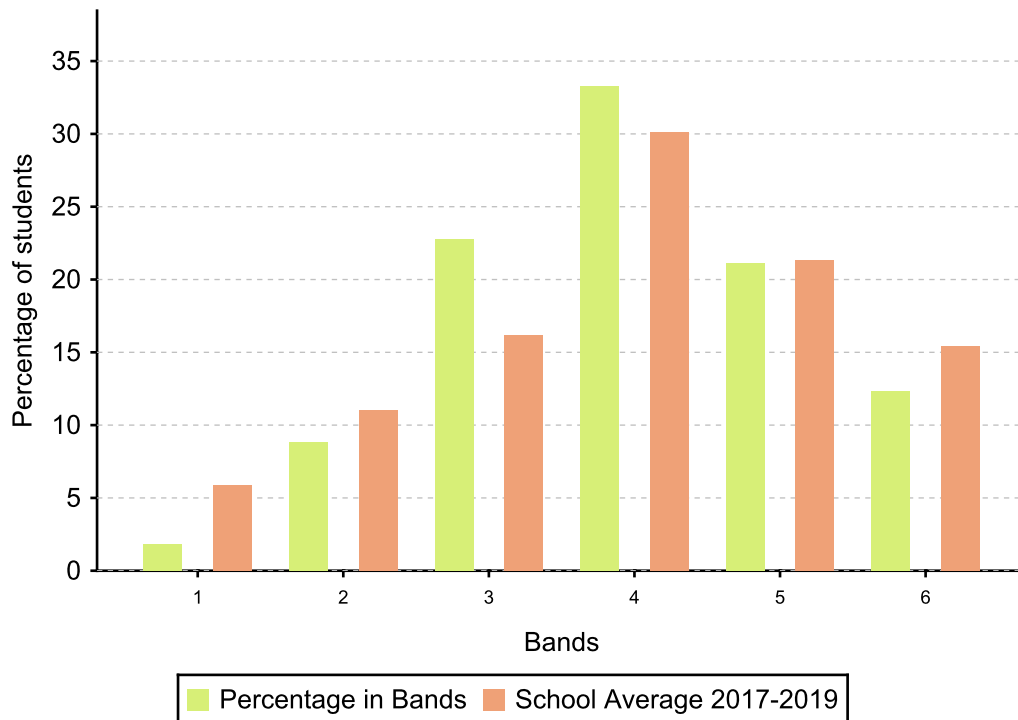
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	19.0	19.0	27.0	30.2	3.2	1.6
School avg 2017-2019	17.8	17.3	23.2	31.4	4.9	5.4

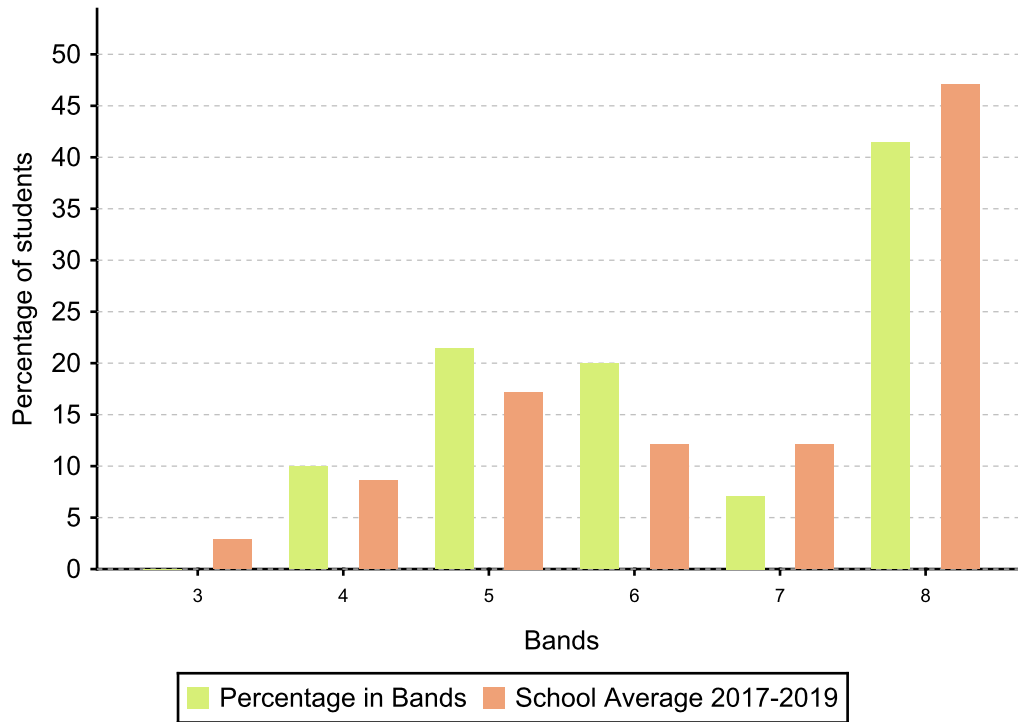
Percentage in bands:

Year 3 Numeracy



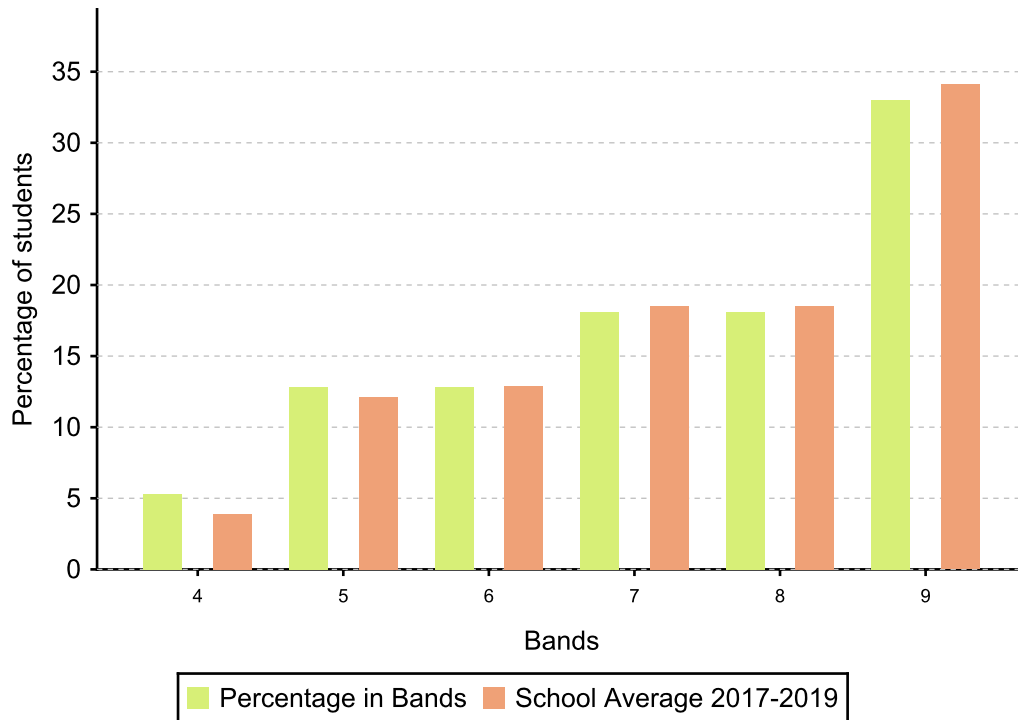
Band	1	2	3	4	5	6
Percentage of students	1.8	8.8	22.8	33.3	21.1	12.3
School avg 2017-2019	5.9	11	16.2	30.1	21.3	15.4

Percentage in bands:
Year 5 Numeracy



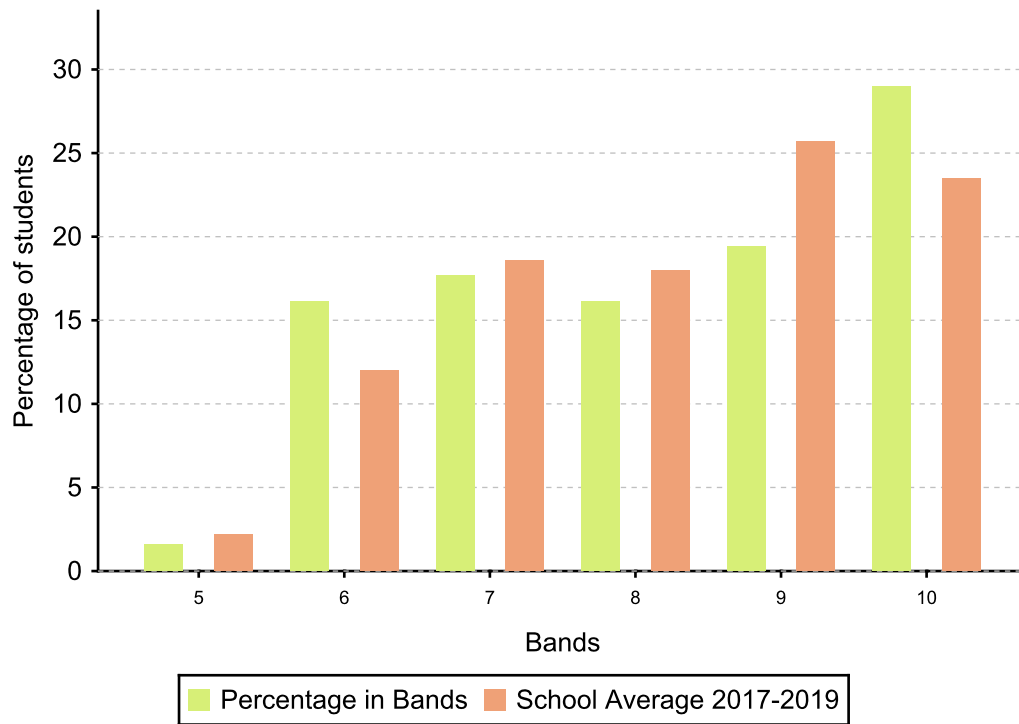
Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	21.4	20.0	7.1	41.4
School avg 2017-2019	2.9	8.6	17.2	12.1	12.1	47.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.3	12.8	12.8	18.1	18.1	33.0
School avg 2017-2019	3.9	12.1	12.9	18.5	18.5	34.1

Percentage in bands:
Year 9 Numeracy

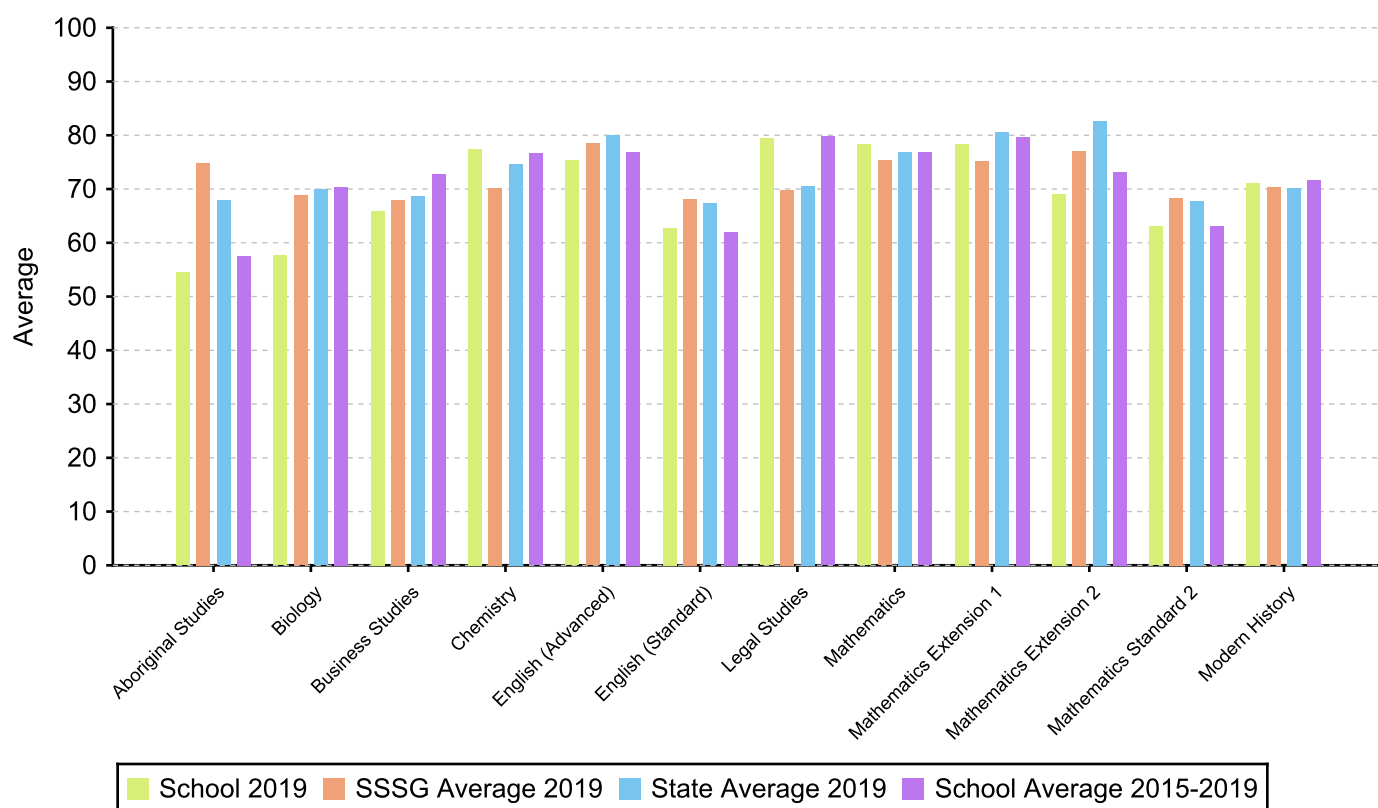


Band	5	6	7	8	9	10
Percentage of students	1.6	16.1	17.7	16.1	19.4	29.0
School avg 2017-2019	2.2	12	18.6	18	25.7	23.5

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	54.5	74.8	67.8	57.5
Biology	57.6	68.8	69.9	70.3
Business Studies	65.9	67.9	68.6	72.7
Chemistry	77.5	70.2	74.7	76.6
English (Advanced)	75.3	78.5	80.0	76.9
English (Standard)	62.8	68.1	67.3	62.0
Legal Studies	79.4	69.8	70.6	79.8
Mathematics	78.3	75.3	76.9	76.8
Mathematics Extension 1	78.4	75.2	80.6	79.6
Mathematics Extension 2	69.1	77.1	82.7	73.2
Mathematics Standard 2	63.0	68.3	67.7	63.0
Modern History	71.1	70.3	70.2	71.6

Parent/caregiver, student, teacher satisfaction

Consultation with parents, students and staff is an ongoing process. The 'Tell Them From Me' surveys were used in 2019 to capture student, parent and teacher voices, providing reliable evidence to identify strengths and areas for improvement.

150 students in Years 4– 6 completed the survey which provided the following data:

Student participation in school sports, extra-curricular activities and positive behaviour at school ranked equal to or well above state norms. 90% of students reported trying hard to succeed at school, 2% above the state norm. Drivers of student outcomes such as effective learning, relevance and rigour were marginally below state norms. Advocacy and positive teacher-student relationships was above state norms for Year 4 and slightly below in Years 5 and 6. Reasons for this may include the inclusion of the responses from the students in the opportunity class in Year 5 who, being new to the school, are having to develop new and trusted relationships with the staff at Alexandria Park Community School. 82% of Aboriginal students surveyed reported that they feel good about their culture when at school. 100% of Aboriginal students reported that their teachers have a good understanding of their culture.

317 students in Years 7 – 11 completed the survey which provided the following data:

Student participation in school sports, extra-curricular activities and positive behaviour at school ranked equal to or well above state norms. Drivers of student outcomes such as effective learning, relevance and rigour, advocacy at school and positive teacher-student relations were above state norms. Students with positive homework behaviours ranked 10% above state norms and were especially ranked high in Years 10, 11 and 12. Students in Years 10, 11 and 12 also ranked above state norms in being interested and motivated in their learning. 76% of Aboriginal students surveyed reported that they feel good about their culture when at school. 72% of Aboriginal students reported that their teachers have a good understanding of their culture.

73 parents or carers completed the survey in October. For this group of respondents, the data was above NSW government norms in the following areas;

- Parents feel welcome when visiting the school and can easily speak with their child's teachers
- Written information from the school is clear and in plain language
- Reports on their child's progress are written in terms that parents can understand
- Teachers expect their child to pay attention in class and that their child is clear about the rules for school behaviour
- Their child feels safe at school and travelling to and from school
- Teachers help students who need extra help, and help the students to develop positive friendships
- In relation to useful communication about school news, 78% of parents found text messages useful to very useful, 52% found social media useful to very useful, 54% found the school website useful to very useful and 58% found the newsletter useful to very useful.

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.