

2020 Annual Report

Albion Park Public School



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Introduction

The Annual Report for 2020 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 is an amazing school that is extremely well resourced and supported by the community. Although many things during 2020 were halted because of the COVID pandemic, the school continues to be supported by the P&C and community as a whole. The staff did an amazing job during COVID to ensure that every student was catered for with a mix of online work, paper booklets, phone calls home to support both parents and carers and students and messages home. The online platforms the school used worked well to supply a continual stream of educational content to our families as well as support where needed.

Unfortunately many events, fundraisers, assemblies, rewards days, visits to school, shows etc were not able to proceed, but I would like to thank our community for the sensible way they approached new guidelines that seemed to hit us on a daily basis. The staff were so excited to finally be able to have students back in the school when the time came. The P&C did an incredible job in transforming both the canteen and uniform shop to cater for the students and online ordering to fit in with current protocol. They were not able to run many of their fundraisers but hope to do so during 2021.

2020 was certainly a different year in education but Albion Park Public School came through it with flying colours and I cannot speak highly enough of the teachers, students and community who all worked together for the benefit of the students.

Glenn Daniels

Principal

School vision

At Albion Park Public School we are committed to developing successful, confident and creative problem-solvers who will have the skills to be life-long learners. We deliver innovative programs inclusive of Aboriginal and Torres Strait Islander perspectives which are embedded in visible learning and technological education. At Albion Park Public School, we highly value our community and always promote strong partnerships with all our educational endeavours.

We are a cutting edge school, dedicated to the delivery of high-level educational programs, extra-curricular activities and building leadership qualities in our students for a successful future.

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 in the town itself, younger families often buy homes in the area because they want to send their children to the school they attended.

New growth areas are occurring in the Calderwood area which does encompass parts of the Albion Park Zone and will have an affect on numbers in coming years.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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 Plan2 data.

Evaluation	Funds Expended (Resources)
All teachers to have completed SENA for all students in their classrooms and land students on PLAN2 for Additive Strategies, Quantifying Numbers and Creating Texts by the end of Term 4. This will demonstrate whether learning has been 'caught up' and time given to staff in Term 4. to do so. Identify students in need for 2021.	LST, school counsellor, staff, SLSO's, Deputy, Principal
Staff beginning to use data to inform teaching and learning cycle. % of staff assessing students and plotting on PLAN2 three times this year. Sandra used data to create a data wall in the staffroom. Some staff are regularly moving students on data wall in staffroom. Lynn worked with Year 1 and Year 3 classes to assist with the unpacking of the progression Quantifying Numbers , use of formative assessment to assist teaching for individual children. We differentiated teaching to improve students with outcomes . We had professional dialogue around Visible learning strategies and high expectations.	staff, AP's

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

Evaluation	Funds Expended (Resources)
We had three sessions of Tailored Support (Working Mathematically and Number talks) and then it was cancelled due to COV19.	Giselle Coltman, Amber Mcgrath, Alexander McDonald and Cathy Azzopardi
CESE workshops assisted with the development of the Situational Analysis and SIP development. Built capacity in APPS's executive to develop collective expertise in evidence-informed practices, data collection and evaluative practice. The executive team is to work collectively to support school improvement, student growth and attainment.	CESE LEED staff, Glenn, Lynn, Mik, Leanna and Sandra. 6 x \$500 = \$3000

Progress towards achieving improvement measures

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)
<p>Due to COV19 this milestone has not been met. We do have 50% of staff implementing Visible Learning strategies. We are organising this year for Visible Learning to be planned for K-6 2021 in the areas of student growth and attainment which is Numeracy (Quantifying Numbers/Additive Strategies/Measurement) and Reading/Writing. Different progressions may be different terms/semesters based on need. IL to source a team for each stage which include AP/teacher to 'drive' visible learning and formative assessment. Team to meet with IL regularly and IL to attend stage meetings fortnightly in 2021.</p>	<p>Bump It Up Visible Learning walls purchased and made in preparation for 2021. Formative Assessment resources and PL purchased and organised for 2021.</p>

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

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.

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

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)
By end of term the children will have the knowledge and skills and classroom teachers will have the teacher guides, and thus be able to implement in the classroom in 2021 and beyond. Adding this year's units in VR and AR, QR codes and coding applications for online simulations and tangible robots.	Equipment stored in Technology Storeroom.
Yes we have successfully completed all areas to teach and implement STEM. We will now have to concentrate on delivering and working shoulder to shoulder with teachers to become confident and competent implementing STEM in KLA's.	Jenny
Robotic Workshops will continue in 2021 and resources are already purchased.	Jenny

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)
Result from teacher survey we have found through BYOD, technology has become embedded into all KLA's to develop engagement, differentiation and enquiry learning. BYOD has also been highly successful as a result of careful teacher selection and staff mentoring.	

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All classrooms and stages have had technology upgraded to support quality teaching and learning in classrooms.

Interactive televisions and Ipads.

Primary have embedded ICT into all KLA's. Infants are working towards embedding technology into teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25282	SLSO' semployed to support students. Some resourcing bought, NAIDOC activities cancelled due to COVID.
English language proficiency	\$14254	Students are supported with extra assistance in both in classrooms and individual instructions to better access the curriculum.
Low level adjustment for disability	\$129841 (\$87507 in staffing, \$42334 flexible)	Students are supported by an extra day per week and support personnel.
Quality Teaching, Successful Students (QTSS)	\$97789	Assistant Principals released for 1 day per week to support teachers in planning, lesson observation and planning.
Socio-economic background	\$304394	Students and staff are both supported to ensure quality education occurs for all students and staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	222	243	258	254
Girls	207	226	229	215

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	94.8	94.6	94.9
1	94	93.8	91.7	81.7
2	94.1	92.9	91.1	83.3
3	91.3	93.6	92.7	90.3
4	94.2	91.5	93.8	87.9
5	91.7	93	89.2	90.3
6	92.3	92.4	92.3	89.8
All Years	93.2	93.2	92.2	88.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	18.79
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	507,523
Revenue	5,142,819
Appropriation	5,047,719
Sale of Goods and Services	3,268
Grants and contributions	91,204
Investment income	628
Expenses	-5,067,743
Employee related	-5,089,329
Operating expenses	21,586
Surplus / deficit for the year	75,076
Closing Balance	582,599

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.

	2020 Approved SBA (\$)
Targeted Total	81,596
Equity Total	473,770
Equity - Aboriginal	25,282
Equity - Socio-economic	304,394
Equity - Language	14,254
Equity - Disability	129,841
Base Total	3,916,051
Base - Per Capita	123,537
Base - Location	0
Base - Other	3,792,513
Other Total	478,074
Grand Total	4,949,491

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Like many schools, 2020 was a difficult year in many aspects, but especially so in terms of feedback from parents. Through Google classrooms, Facebook posts, class Dojo's and school-stream notes we were able to receive feedback from parents and students.

Parents/caregivers were extremely happy with the dedication and service of the teachers, staff and support staff. They were very happy with the support given during COVID19 especially with aspects of the online learning and support given, "check-ins" by teachers and staff and the positive way the school dealt with everything going on.

There were many extremely positive and grateful posts concerning the information, videos, clips and pictures that were put on Facebook during the year. Parents/caregivers were extremely happy with the positive interaction this platform gave for them and their children. Comments from parents included, "fabulous", "that's amazing", "so enjoyable", "well done everyone", "love the video...this was great to watch", "Thanks for the smiles and giggles this video was absolutely brilliant and heart warming so happy our family is part of such a fun school", "Wow! What a wonderful school! This is the best! Looks like a happy and caring place to be at. So glad my two granddaughters attend this school", "You are an amazing staff who make school happy and fun for your students. You all go above and beyond. Thank you very much for all you do."

Teachers reported during COVID the difficulty that it presented with at times conducting both online and face to face lessons. This was both extremely draining and rewarding as most teachers reported learning new skills and developments in terms of technology and its use in the classroom. Many teachers were happy to have classrooms in full operation towards the end of the year and appreciated the support from parents and the community.

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.