

# 2020 Annual Report

## Albion Park Rail Public School



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## Introduction

The Annual Report for 2020 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

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Albion Park Rail Public School

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## School vision

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), two Multi-Categorical (MC) classes and one Autism (AU) class.

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. 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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)
The Instructional Leader has continued to support all staff to improve their teaching practice by using current pedagogy . K-2 staff are trained in L3. All staff K-6 have begun training in Synthetic Phonics as internal data showed students were not making the gains in their reading and comprehension. Number talks have been implemented in all classrooms K-6 in numeracy as part of the EAfS Building Numeracy Leaders pedagogy.	Collaboration Days \$50,000 teacher release

##### 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)
Staff continue to use the principles of John Hattie's Visible Learning with learning intentions and success criteria a focus in every classroom. Students can articulate the required learning and are learning to to reflect on the learning that takes place. Staff continue to use and reflect on internal and external data when catering for the needs of students in their class. The development of assessments will be a focus point in the next school plan.	Collaboration days \$50,000 teacher release

## 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)
In 2020 a STEM hub was created in the library to support students becoming future focused thinkers. All classes undertook weekly STEM lessons and the school became part of the Tournament of Minds. iPads and Chromebooks are evident in all classrooms with students skill and knowledge in using these devices improving. BYOD was trialed in Stage 3 in 2019, however this initiative was not successful due to lack of devices in homes. As a result, Learning from Home during COVID-19 proved to be difficult for our families and community as they had limited access to devices and WIFI. In the next School Plan the school will be purchasing additional Chromebooks to trial a BYOD class.	\$20,000 additional technology budget to purchase laptops and STEM resources

#### 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)
All Aboriginal students had the opportunity to work with the Aboriginal mentor and AEO to achieve goals in the PLPs. All ATSI students participated in a 8 week language, arts and dance program to gain a further understanding of their culture. All staff were able to participate in aspects of the LAD program to improve their cultural understanding.	\$8,000 LAD Project 0.2 FTE Teacher mentor \$24,000 AEO additional two days

#### 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The school continues to implement Positive Behaviour for Learning (PBL) program with school universals and the understanding of the school matrix a continued focus area. The Berry Street Training Model was embedded into the weekly PBL lessons. The school continues to reward positive behaviours and implement strategies to support students requiring additional support with their behaviour choices.</p>	<p>\$40,000 PBL/ Wellbeing budget</p>

## 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)
All staff had the opportunity to collaborate together in Professional Learning Days, Collaboration Days, Staff Meetings and Stage Meetings. The focus on analysing student work samples and plan for future teaching allowed all staff to share their expertise, learn from others and support each other to improve their teaching practice to improve student learning. The PDP process was altered slightly due to COVID-19 with all staff working with a colleague to reflect and evaluate two lessons. Staff had the opportunity to observe colleagues, team teach and attend professional development that supported their goals in their own PDPs.	Collaboration Days \$50,000 teacher release  Executive planning days \$5,000  PDP Observations \$10,000

##### 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)
The Instructional Leader, Deputy Principal and Stage Supervisors provided mentoring to beginning teachers and experienced teachers to support them in implementing engaging and effective lessons in Literacy and Numeracy. The Instructional Leader began to implement the regular collection and analysis of student learning to track all students reading, writing and number skills. This information provided the Intervention Team with the names of areas of focus with targeted students and also allowed all staff to gain a deeper understanding of the learning that was successful and areas that needed further development.	Intervention teacher \$110,000  \$10,000 Beginning teacher funds for timetabled mentoring

##### 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)
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## Progress towards achieving improvement measures

During COVID-19 it became increasingly important to strengthen our communication with parents and the wider community. As a school Google Classrooms were created for all classes K-6 with the majority of take up occurring in stage 3. The school increased the use of digital platforms with the school app, school website and Facebook pages providing parents and the wider community links to what was happening at school. Student learning at home was challenging for many of our students. Workshops were cancelled and will be a focus in the next School Plan.

N/A

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$115,194	An Aboriginal Education Officer is employed full time to support all students, parents, carers and the wider community. The AEO plays an integral part in ensuring there is a strong link between school and home. Due to the restrictions of COVID-19 most meetings were held via phone calls. Every Friday, an Aboriginal Mentor teacher was employed to work with all Aboriginal and Torres Strait Islander students in the achievement of their goals in their PLPs. The Malpa program begun but had to be cancelled. A local organisation provided our ATSI students with an 8 week language, arts and dance program.
<b>Low level adjustment for disability</b>	\$229,078	There are students in our mainstream classes who require additional support to access and engage in both the classroom and playground setting. Additional Student Learning Support Officers are employed to work with students in all mainstream classes K-6. They provide students with individual support to keep their behaviour on track. They support students with their learning by providing them with engaging tasks that targets a specific learning need. In the playground, these SLSO are employed to engage with students as they play, model ways of playing and support students in making positive behaviour choices. A School Chaplain is also employed to work with students in the gardens. He supports families by making connections with them and provides students, teachers and the wider community links to support services and a means for hearing their concerns.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$72,193	An off class Assistant Principal Wellbeing position was created this year to support all students, teachers and parents. This person works closely with students in developing individualised behaviour plans, social skill programs and works closely with teachers to support the student in the classroom. As part of this role, students can engage in targeted programs to support changes in their behaviour, engage in learning and have school become a more positive place. The parents and carers are involved in these processes and students can access this support when needed. Stage 1 students participated in a Social Skills program and this will be extended to all students K-2 in the next School Plan.
<b>Socio-economic background</b>	\$592,870	The school has funded an additional mainstream class, Deputy Principal, two interventionist teachers, a speech therapist and additional SLSO time to support all students and staff K-6. The additional class allowed for lower numbers in all classes K-6. The Deputy Principal support the Principal, teachers and students. They drive professional learning, work closely with students and staff and is establishing strong

<b>Socio-economic background</b>	\$592,870	links with the community. School policies and process are being established and implemented. A speech therapist and and SLSO who supports students with their speech work in the K-2 space. There are a significant number of students who receive support from the intervention teachers to help them improve in their reading and comprehension and basic numeracy skills.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	190	189	197	191
Girls	158	167	167	170

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	91.6	90.8	93.5
1	90.2	90.6	92.4	92.2
2	91.9	88.4	89.7	94.1
3	92.3	92.8	88.9	89.4
4	91.6	91.8	90.9	91.2
5	91.1	90.9	91.3	92.2
6	90	92.7	89.5	91.2
All Years	91.4	91.2	90.5	92
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)	4
Classroom Teacher(s)	18.18
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	711,408
<b>Revenue</b>	5,524,078
Appropriation	5,415,776
Sale of Goods and Services	1,451
Grants and contributions	106,561
Investment income	290
<b>Expenses</b>	-5,698,665
Employee related	-4,991,128
Operating expenses	-707,537
<b>Surplus / deficit for the year</b>	-174,587
<b>Closing Balance</b>	536,821

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	147,892
<b>Equity Total</b>	943,662
Equity - Aboriginal	115,194
Equity - Socio-economic	592,870
Equity - Language	6,520
Equity - Disability	229,078
<b>Base Total</b>	3,278,127
Base - Per Capita	96,231
Base - Location	0
Base - Other	3,181,897
<b>Other Total</b>	862,561
<b>Grand Total</b>	5,232,242

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Students in Years 4, 5 and 6 completed the Tell Them From Me survey in 2020.

89% of students had a positive advocacy for school which was similar to like schools but above the state.

92% of students had a positive expectations for success which was on par with like schools and above the state.

66% of students had a sense of belonging which was below the like schools but on par with the state.

Parents feel welcome at our school registering (7.6 )was slightly ahead of the school state average. (7.4)

The report highlighted the parents acknowledgement of how teachers support their child's learning through high expectations (8.3) rating a point above the school state average (7.3) Another highlight of the TTFM parent report recognise APR as an inclusive school registering (7.7) 1 point above state school average (6.7)

The TTFM teacher survey indicated that in the eight drivers of learning, only technology and parent involvement were at least .3 points under par with the school state average. Reporting just under state average with collaboration and learning culture.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.