2020 Annual Report

Alexandria Park Community School

Alexandria Park Community School

8556

Introduction

The Annual Report for 2020 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

2020 - what a year it was. COVID- 19 resulted in staff, students and parents rapidly adjusting to a combination of 'learning from home' and 'learning at school' environments. The staff at Alexandria Park Community School was well placed to cope with such a change, having displayed over a number of years, great resilience and optimism during significant periods of a changing school environment. That, coupled with our teachers self-efficiency in futures learning and innovation, laid the foundations on which we could confidently continue to deliver teaching, learning, assessment and feedback to our students. Students, staff and parents moved to the online delivery of learning, the benefits of which are now part of teacher practice. Student wellbeing remained a central focus for staff with many phone calls made daily to check in on students and families, especially those without access to technology platforms. I thank the parents who were able to accommodate this learning from home period and for their amazing work supporting their children with their learning whilst they were at home.

It was with great excitement that we moved into our wonderful new school in Term 4 of 2020. The flexible, future-focused learning spaces complement our already innovative and engaging teaching practices, and ensure that the school will have the capacity to meet the needs of increasing student enrolments.

Designed and constructed as learning neighbourhoods, the buildings support a stage related approach to learning from Kindergarten to Year 12. Our students can look across the school site to the future. There is a sense of a learning journey, from early years education through to graduation; there is always something new to work towards and explore as students progress through their stages of learning.

The new buildings and grounds are amazing and our school will always be one that remains connected to its community. We will continue to build an inclusive and welcoming learning environment that offers a diverse range of programs so that all students have the opportunity to succeed.

2020 also saw one of our students awarded first in course and top achiever in Aboriginal Studies. Congratulations to Jaida. Our 2020 results were outstanding with 20 mentions in the distinguished achiever list for course results of 90+. Our Dux of School, Andy, received an ATAR of 98.3. I know how proud we all are of our graduating class of 2020.

Alexandria Park Community School continues to go from strength to strength thanks to the dedication, hard work, enthusiasm and skill of our teachers, the assistance of our support staff, and the valuable support of our parents and community. I look forward to an exciting 2021.

School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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)
76% of Kindergarten students achieved the level 9 target	Creation of Instructional leader (K-12) positions utilising Equity, Aboriginal Background and school funds.
71% of year 1 students achieved a reading level of 17 or above.	
64% of year 2 students achieved a reading level of 23 or above.	Professional learning funds.
Year 7 Best Start Reading assessment, 86.5% of students correctly answered all Stage 2 questions and 77.9% answered all Stage 3 questions correctly. 50.5% of students were able to correctly answer all Stage 4 questions. As a cohort, students correctly answered almost 80% of questions correctly across the three Areas of Learning - Comprehension, Vocabulary and Processes.	Stage, faculty and team meetings to analyse data, plan implementation and monitor progress.

Additional in class support via disability and integration funding |
Year 7 Best Start Numeracy assessment, 86.9% of students answered all Stage 2 outcomes correctly; 75.3% of Stage 3 outcomes were answered correctly and 78.4% of Stage 4 outcomes were answered correctly by students. Across the two Areas of Learning, students answered 80.9% of Number Sense and Algebra questions correctly, and 76.4% of Measurement and Geometry questions were answered correctly.	
Year 9 Check-in Numeracy assessment, 58.3% of students scored in the Top 2 Bands, compared to 22.1% of students in the State. A School versus State Band comparison was not available for the Year 9 Check-in Reading assessment; however, 66.6% of students correctly answered all questions compared to 57.9% of students across the State.	
Average scaled HSC mark was 74.4%. Aboriginal Studies, Business	

Progress towards achieving improvement measures	
Studies, Economics, English EAL/D, Legal Studies, and Music 1 were above state average.	

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)
K - 12 standardised program and registration templates align to NESA compliance requirements. Continued use of 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. 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.	Professional Learning funds targeted staff release for training and data analysis. All faculties and stages participated in programming scope and sequence improvement activities. Equity funds allocated to provide additional release for planning as needed.

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 curriculumK-12

EP 2, 3 & 4

Evaluation	Funds Expended (Resources)
Teachers continued to develop their ability to improve teaching and learning through future focused practices in the Pop-Up and into the new build in Term 4. The onset of COVID- 19 in Term 2 required teachers to shift their practice rapidly and improve technology competencies through the implementation of online and blended learning. During this time, teachers expanded their ability to use a greater variety of platforms including Zoom, Clickview, Education Perfect, Microsoft Suite and Google Classroom. To support this rapid change the school developed a suite of online professional learning which included access to department online learning modules, school run tutorials and personal coaching. 92.3% of staff stated that this professional learning was relevant to the daily practice and 76.9% said that this professional learning significantly strengthened and improved their practice.	Creation of Head Teacher, Teacher and Learning (K-12) to manage professional learning programs, accreditation and beginning teacher programs. Professional Learning Funds for additional release as needed. Beginning Teacher Funds for additional release as needed.

Process 2:   COLLABORATION

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

EP 3 & 4

Evaluation	Funds Expended (Resources)
Collaboration continued to strengthen as a signature pedagogy in the school in 2020 despite a significant period of learning from home. In the high school, teachers refined their utilisation of the models of co-teaching and were able to practice their skills during Term 4 in the new build. At the end of term 3, prior to the move into the new build, 80% of teachers in the high school had experienced co-teaching, 95.2% indicated that they enjoyed co-teaching and 80.9% of teachers expressed that co-teaching had improved their practice for the better. In the primary school, teachers had to cease co-teaching as a collaborative practice due to health restrictions however continued to plan for	Collaborative Practice Conferences K-12 utilising a mix of funds to ensure teaching staff have time to collaboratively plan, observe practice and evaluate programs. School funds to support co-teaching Assistant Principals to strengthen K - 6 curriculum implementation

Progress towards achieving improvement measures	
and refine core collaborative skills through Collaborative Practice Conferences and Stage-based learning.	Timetabled teacher release for co-teaching collaboration

Process 3: **EXCELLENCE IN PROFESSIONAL DEVELOPMENT**

Sustain excellence in teacher professional development and leadership

EP 2, 3 & 4

Evaluation	Funds Expended (Resources)
In a particularly demanding year, with a rapidly expanding school population and the looming transition into the new build, other professional learning focused on improving systems, compliance and preparation for changing practice in new spaces. To support excellence in teaching staff engaged with tailored professional learning including y-Safe Staff Online Professional Development and Overcoming Struggle and Adversity with Dr Adam Fraser. To support transition, professional learning around staff orientations of the new site, introduction to spatial typologies and learning modes, working with improved technology in the new build and adjusting policies and procedures for new spaces took place. 93% of staff expressed that the professional learning that was engaged with in 2020 encouraged critical reflection, and collaborative problem solving and 91% said that their professional learning needs were met through the professional development plan that was offered.	Professional Learning Funds and Beginning Teacher funds utilised to provide additional planning, undertake Professional Learning and preparation time as required Resources purchased

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)
Despite COVID, we were able to commence the year with 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 ransition points - Kindergarten, Year 5 OC, Year 7 and Stage 6	Budgeted operational funds to run programs and hospitalities.

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)
Due to COVID in 2020 and both state and federal government restrictions, many of our programs with local and community groups were placed on hold. The school continued to reach out to its community via Zoom P&C meetings and important events were telecast via Zoom (presentation night, graduation) for greater community involvement and participation.	IT equipped with webcam technology for the purposes of Zoom or Teams. Professional learning funds to upskill staff in use of technology required for virtual meetings and communication.

Process 3: EFFECTIVE ADMINISTRATION

Evaluate administrative systems and processes ensuring their effectiveness K-12

Evaluation	Funds Expended (Resources)
Ongoing 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. Building a pool of casual SASS staff to cover long term leave, with the skills required to assist in the day-to-day administration of the school.	Principal Support funding utilised to employ a part time Business Manager Budget allocations for SASS staffing utilised to provide additional staffing expertise.

Progress towards achieving improvement measures	
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.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($231 569.00)	A total of 137 Aboriginal and Torres Strait Islander students were enrolled at APCS representing 15% of our school's total population - 63 students in Kindergarten to year 6 and 74 in Years 7 to 12. A staffing entitlement of 2.0 Aboriginal Education Officers and use of flexible funding to provide additional support from Aboriginal Learning and Support Officers provides high quality assistance to teachers, along with Aboriginal students and their families to support improved learning outcomes and engagement for Aboriginal students. The Deputy Principal Instructional leadership strategy targeted building teacher capacity to enhance Aboriginal student engagement and growth in reading and numeracy. The Fast-track program was launched in Term 1. Teachers used data from external testing such as Best Start and the Check-in assessment along internal assessment to target improvement measures for Aboriginal and Torres Strait Islander students. A strong focus on vocabulary, inferential comprehension and reading multimodal texts were identified as areas for improvement and a plan for targeted teaching of these areas, with support from the Instructional Leader, was initiated and will continue throughout 2021. Students in the Fast-track Numeracy program demonstrated growth and improved self-efficacy in basic operations and significant improvement in extended writing. New programs and partnerships initiated in 2020 include Dream Connections, provided by Goanna Solutions, an Indigenous Australian-owned enterprise. The Dream Connections program engaged 20 Aboriginal students from Years 7-9 to learn about astronomy through both a scientific and cultural lense. The program culminated in a cultural immersion tour to The Rocks were a number of our students were awarded prizes for their short films on astrophysical concepts. In 2020 we continued our strong and successful partnership with NASCA, Tribal Warrior Redfern Youth Connect and The Settlement.
English language proficiency	**Funding Sources:** • English language proficiency ($225 143.00)	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

English language proficiency	**Funding Sources:** • English language proficiency ($225 143.00)	supported with a buddy system. Students needing targeted and intensive personalised support were identified and individual and small group withdraw programs were implemented.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($242 591.00)	Resources were used to employ three learning and support teachers and eight learning and support officers who worked across K-12. The school has two learning and support teams who monitor and develop individualised learning plans for students who have been referred by parents and teachers. The Learning and Support Teams continue to provide consultation to classroom teachers making sure accommodations and adjustments are implemented in teaching and learning programs. Both teams led professional learning workshops to improve teacher's knowledge and understanding of how to use school systems to record data for Nationally Consistent Collection of Data (NCCD). The Learning and Support Teachers collaborate with parents and students to set clear goals and expectations and communicate planning to create an optimal learning environment, including creating Personalised Learning & Support Plans. Each term the Primary Learning and Support Teacher (LaST) targeted stage groups to modify and extend teaching and learning programs in literacy, numeracy and social skills development. The LaST attended 'Smiling Minds' training and developed co-teaching programs to implement mindfulness activities and techniques focusing on students' self-regulation and resilience building. The LaST also continued to support reading development in the early years leading mini-lit small group intervention programs. The high school LaST collected data including NCCD and YARC assessment. This informs evidence-based programs that are implemented to target literacy and improve learning outcomes These are supported with co-teaching and consultation with classroom teachers to ensure appropriate adjustments are implemented. Students with learning & wellbeing needs frequently receive one on one and small group support. This ensures a holistic approach to learning and wellbeing.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($77 663.00)	The employment of an Instructional Leader K-2 and the ongoing professional learning of Kindergarten teachers in utilising L3 literacy strategies continued to provide high quality teacher professional learning sessions for our Early Stage 1 teachers. Kindergarten teachers were provided with opportunities to create, collaborate and reflect on early year's assessment tasks focusing on feedback and goal setting to improve literacy skills. Under the guidance of the Instructional Leader K-2

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($77 663.00)	teachers monitored, reviewed and analysed data to target at risk students and provide extension to high achieving students in reading. Explicit training was provided to allow teachers and students to access the PM online reading program. This program was used at school and home and the progress of all students was assessed and monitored. 71% of Year 1 students achieved a reading level of 17 or above and 64% of Year 2 students achieved a reading level of 23 or above at the end of 2020.
Socio-economic background	**Funding Sources:** • Socio-economic background ($93 751.00)	The creation of an above establishment Head Teacher of Teaching and Learning enhanced the quality of the 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. Trial of a 'scholarship' program to support children entering Year 7 with the purchase of BYO devices and internet access, creating an equitable learning platform. Creation of Instructional Leader K-12 partially funded from these funds to ensure consistency of practice K-12 and to implement programs aimed at improving student outcomes. Funds used to support 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.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($144 810.00)	In 2020, beginning teachers were supported through a range of activities including a significant period allocation allowing for beginning teachers to develop effective and efficient pedagogical and administrative practices in conjunction with mentoring from experienced teachers. Additionally, beginning teachers were supported through the accreditation processes with dedicated development using the Australian Professional Standards for Teachers. Through COVID beginning teachers were offered and participated in an extensive array of online learning that developed their ability to deliver blended learning.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($40 045.00)	New arrivals 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

Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals ($40 045.00)	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: • Consumables ($10 194.00) • Hardware ($100 927.00) • Technical ($114 727.00)	In 2020 teachers quickly pivoted to using alternate technologies to deliver learning from home programs as a result of the COVID pandemic. Teachers were able to access a wide variety of professional learning via MyPL on a range of topics including the use of Google Classrooms and Zoom. Professional learning undertaken contributed to accredited hours. As a result of the BYOD review in 2020, the school reinvigorated the BYOD program with year 5 and 7 students in 2020. Early data indicates significant uptake. Students continue to be able to access technological devices if unable to partake in this program. The school purchased a number of new desktop devices, monitors and receipt printers to fit out the administration area in new school facilities. Approximately $64,000 was also spent on relocating interactive whiteboards from the demountable school into new facilities. A schools funding initiative, On-the-Move, encouraged staff to consider what resources would the school require to ensure it was a leader in its field. As a result of this initiative the school purchased camera equipment, virtual reality goggles, green screens, a variety of learning software for music and language acquisition and iPads for creating alternate texts and presentations. The school also purchased Hearing Loop voice projection systems for use in learning spaces. Such equipment increases student on-task behaviour and engagement. The school's technology program was supported by the funding of a Technical Support Officer. The NSW Department of Education's T4L Rollout supported the purchase of laptops to update class sets.
Positive Behaviour for Learning	Funding Sources: • Other school funding ($1 000.00)	Positive Behaviour for Learning (PBL) continues to be a valuable and significant whole school initiative in ensuring long term academic and personal growth for students. The school has a primary and high school PBL team. The teams lead the ongoing building of a positive culture in regards to learning and wellbeing. This year the teams revised the PBL matrix to

Positive Behaviour for Learning	**Funding Sources:** • Other school funding ($1 000.00)	meet the needs of the rebuild, incorporating new learning and playground spaces. This included the development of systems for explicit PBL lessons for students, which provided consistent routines and expectations across the primary and secondary school. The lessons also provided an opportunity to assist in the development and learning of the Gomberee language. The teams also led the annual PBL Carnivals and Achievers' excursion, adhering to COVID-safe practices while also recognising student achievement.
Rebuild	**Funding Sources:** • Redevelopment Grant ($550 000.00)	Phase One of the rebuild concluded in 2020 with students and staff moving into new facilities at the commencement of Term 4. In Term 2, the Budget Committee launched On-the-Move resourcing requests to encourage teachers to consider what resources would be required to ensure APCS remained a leader in its field and committed to future focused learning. Approximately $550,000 was earmarked for resourcing and additional upgrades to ensure the school provided quality education now and into the future. Funds have been allocated for Phase 2, additional shade in Phase 1 and a review of technology in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	395	449	507	533
Girls	321	354	374	378

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	92.5	91.2	93	93.4
1	93	90.1	90.3	93.2
2	94.3	92.6	87.7	92
3	91.8	92.9	92.6	93
4	88.7	92.6	91.3	92
5	92.9	91.9	92.8	93.3
6	89.5	92.5	91.1	94.8
7	90.7	91.4	91.1	92.5
8	91.6	85.4	86.2	90.3
9	90.3	88.2	83.7	86.5
10	90.4	87.7	84.4	83
11	89.8	87.4	88.5	87.4
12	91.5	87.2	82.6	89.1
All Years	91.4	89.8	88.8	90.7
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	7
TAFE entry	0	0	6
University Entry	0	0	67
Other	0	0	4
Unknown	0	0	16

Year 12 students undertaking vocational or trade training

15.49% of Year 12 students at Alexandria Park Community School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.7% of all Year 12 students at Alexandria Park Community School expected to complete Year 12 in 2020 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)	4
Head Teacher(s)	6
Classroom Teacher(s)	44.57
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.6
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	11.46
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, 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.

Professional learning at APCS targeted at developing practice to teach in innovative learning spaces continued to be a focus in 2020. In term 2, all staff were offered a suite of online learning, tutorials and personal coaching focused on either school and/or systems priorities. This professional learning plan allowed teachers to remain engaged in their professional develop while working from home and to rapidly up-skill staff to deliver quality teaching and learning remotely. 92.3% of teachers indicated that this focus in professional learning improved and strengthened their practice. Teachers K-12 continued to participate in real-time professional learning through co-teaching classes and support from specialist teachers in the classroom. As of 2020, 80% of teachers have participated in co-teaching and also had an opportunity to practice the models of co-teaching in an innovative learning space with 80.9% of teachers indicating that co-teaching has changed their practice for the better . This practice was further enhanced through the development of the 'gold standard of co-teaching' framework which aids co-teachers in moving forward in their practice.

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	2,064,890
Revenue	12,231,506
Appropriation	11,926,200
Sale of Goods and Services	79,267
Grants and contributions	159,467
Investment income	3,402
Other revenue	63,170
Expenses	-11,515,146
Employee related	-10,313,080
Operating expenses	-1,202,066
Surplus / deficit for the year	716,360
Closing Balance	2,781,250

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	430,718
Equity Total	793,054
Equity - Aboriginal	231,569
Equity - Socio-economic	93,751
Equity - Language	225,143
Equity - Disability	242,591
Base Total	8,538,179
Base - Per Capita	211,980
Base - Location	0
Base - Other	8,326,199
Other Total	737,313
Grand Total	10,499,264

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.

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.
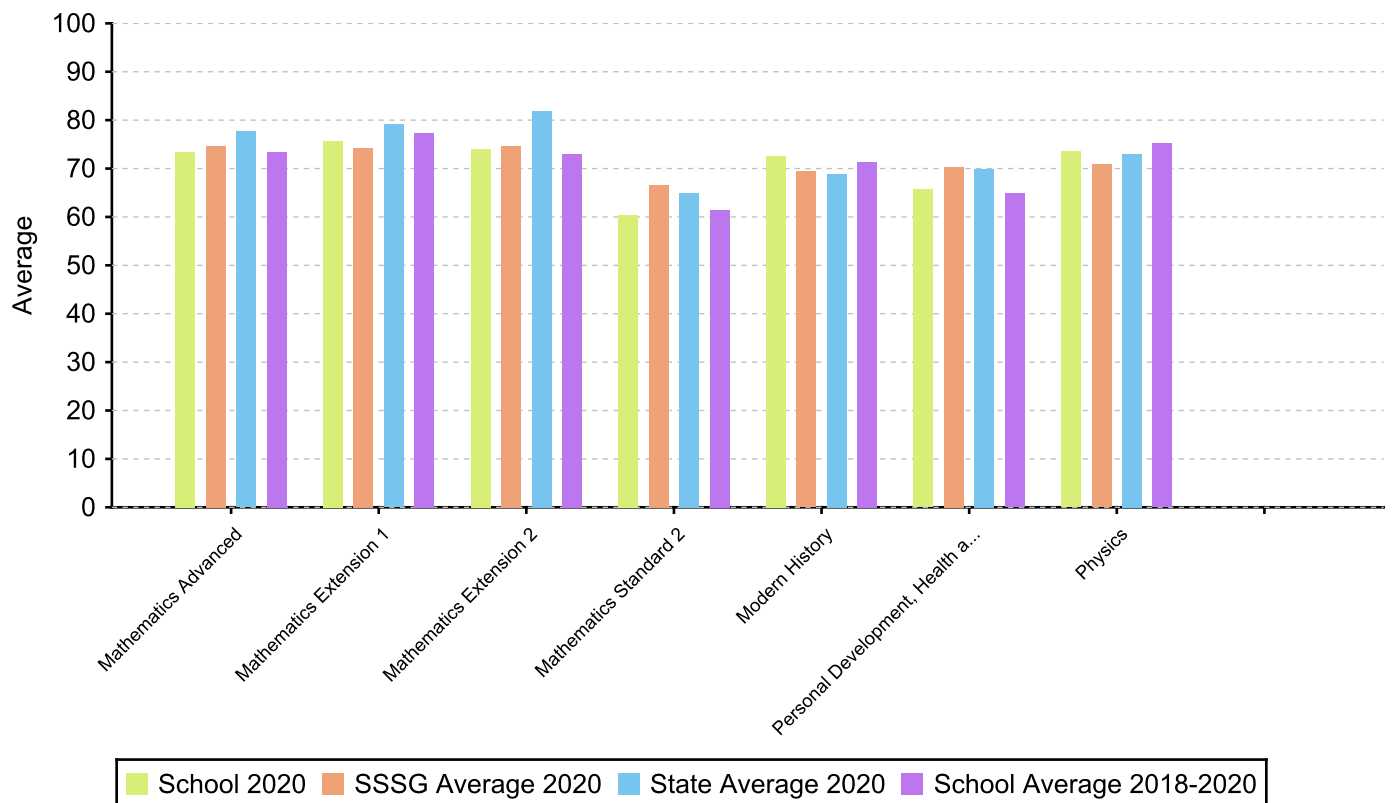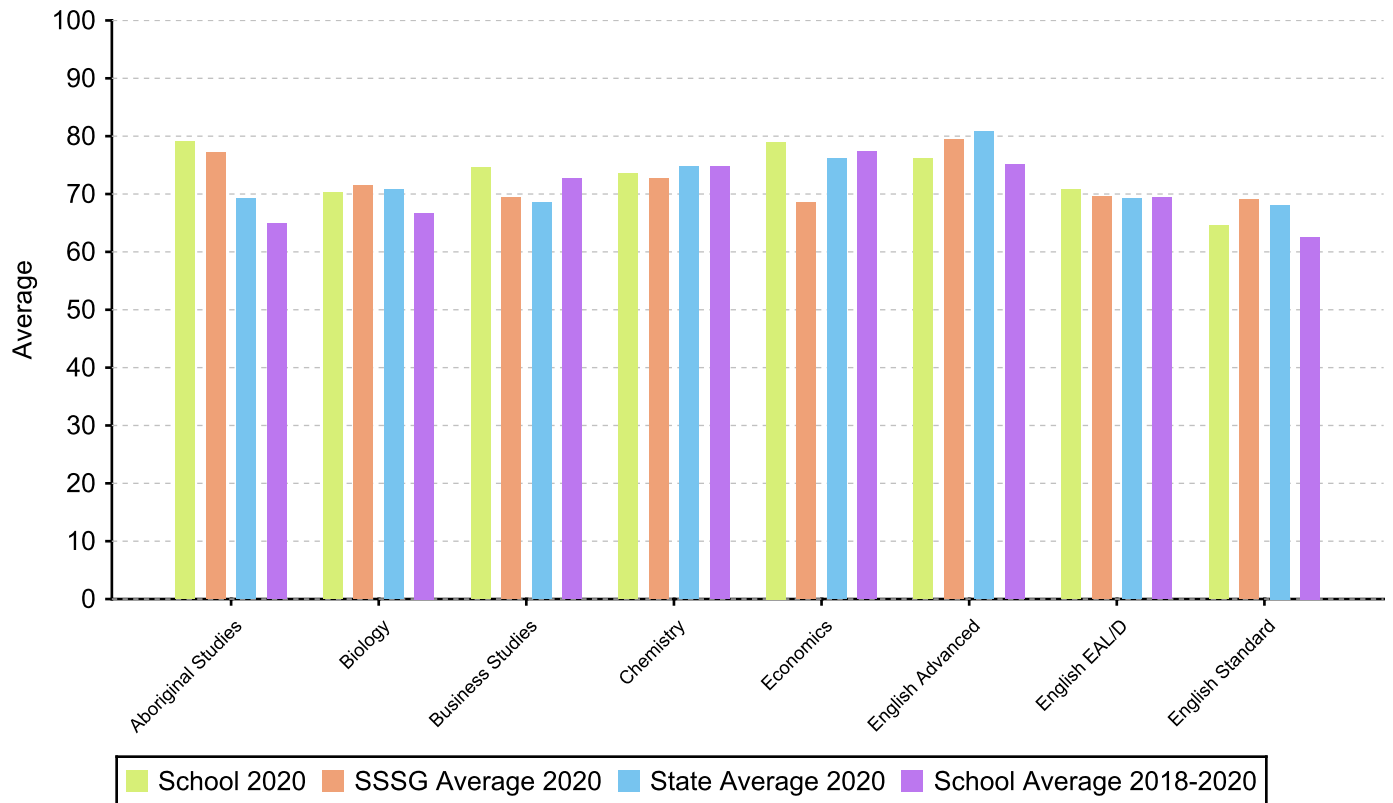
Subject	School 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	79.1	77.2	69.3	64.9
Biology	70.3	71.4	70.8	66.7
Business Studies	74.6	69.4	68.6	72.8
Chemistry	73.5	72.6	74.8	74.7
Economics	79.0	68.6	76.1	77.3
English Advanced	76.2	79.4	80.8	75.1
English EAL/D	70.8	69.5	69.3	69.4
English Standard	64.6	69.0	68.1	62.6
Mathematics Advanced	73.4	74.6	77.7	73.4
Mathematics Extension 1	75.7	74.3	79.1	77.4
Mathematics Extension 2	74.1	74.6	81.8	73.0
Mathematics Standard 2	60.4	66.6	64.9	61.4
Modern History	72.6	69.4	68.9	71.4
Personal Development, Health and Physical Education	65.7	70.3	69.9	64.9
Physics	73.5	70.8	73.0	75.2

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey - High School Students

Student responses to questions relating to social-emotional outcomes are in general above the NSW government norms across most of the criteria. The survey specifically shows high success in values school outcomes, homework behaviour, positive behaviour at school, intellectual engagement, interest and motivation.

Areas for improvement include: providing opportunities for high skill/high challenge learning (23% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 11%). Addressing bullying (20% of students reported they don't know where to go when they are bullied.)

Student responses to questions relating to the drivers of student outcomes show results above NSW government norms in advocacy at school, relevance, effective learning time, positive learning climate, positive student-teacher relations.

Areas for improvement include: strengthening a sense of school pride in students (50% of students did not feel a sense of school pride) and further enhancing authentic connections to Aboriginal and Torres Strait Islander culture in all aspects of the school (13% of Aboriginal students report they do not feel connected to their culture when they are at school and 30% feel that their teachers do not understand their culture.)

Tell Them From Me Survey - Primary School Students

Students report high levels of positive behaviour at school and positive relationships with these results above the NSW government norm.

Year 5 Opportunity Class survey results may negatively skew the TTFM data as this cohort completes the survey when they have only recently joined our school. As a result, the gathering and analysis of internal wellbeing data is important.

Areas for improvement include: strengthening a sense of school pride in students (35% of students did not feel a sense of school pride), addressing bullying (25% of students reported they don't know where to go when they are bullied), further enhancing authentic connections to Aboriginal and Torres Strait Islander culture in all aspects of the school (11% of Aboriginal students report they do not feel connected to their culture when they are at school and 21% feel that their teachers do not understand their culture).

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.

Other School Programs (optional)

SACC

In 2020, 298 families were provided service via the Community Centre. Of these, 119 regularly engaged with the centre. It was pleasing to see 15 fathers or male careers attend. During the COVID crisis, 196 families continued to engage with the Alexandria Park Community Centre via Facebook. 130 activity packs were distributed to families during this time. A total of 123 new families were welcomed to the community centre in 2020.

Term 1 saw the usual face to face activities including Music & Movement classes, Swedish Playgroup, Cantonese Songs & Storytime, supported Playgroups onsite and offsite, Baby Groups, Circle of Security parenting program, OzHarvest food packs and Family Food Co-op. Terms 2 and 3 saw some activities cease and others go online as a result of the COVID pandemic. There remained some limited face-to-face support to individual families. The Toy Library remained open throughout the restrictions so parents could borrow toys, puzzles and games for their children.

During the October school holidays, the Community Centre relocated to the new Alexandria Park Community School facilities. During Term 4 some face-to-face baby groups were implemented with a COVID safe plan and limited numbers. A partnership was also set up with a non-profit organisation called Project Kindness where people in need are connected with donated goods and services. Project Kindness provided a cupboard of donated goods to our Community Centre and will continue to restock the cupboard for families.

Music

COVID restrictions led to the development of online music learning resources for students of all ages that kept students singing, playing and moving throughout at-home learning. Students continue to access these quality digital resources at home and in the classroom, facilitating authentic multimodal education. Physical resources purchased using On-The-Move funding for the CAPA Hub in primary school include keyboards, guitars, tuned percussion and ukuleles. Student

learning in music K-6 has widened to include these instruments and continues to develop student facility in singing, musicality and performance by embedding these instruments in programs.

Students in Stage 4 attended five hours of music classes each fortnight, completing their hours for mandatory Stage 4 Music. There were also Stage 5 Elective Music classes in Years 9 and 10 and a Stage 6 Music 1 class in Year 12. Both HSC candidates achieved a Band 5 result and Music 1 results were above the state average for a second year.

Due to COVID 19 restrictions, performance and co-curricular opportunities were severely hampered, however, students from the Elective classes and Rock Band were able to perform live and via live stream at the two high cchool Presentation Days. The Sapphires also re-formed later in the year to record a performance of the National Anthem in Dharawal and English.

The move to the new building opened up new possibilities for students with two small music studios available in addition to a classroom space. These studios provided spaces for music students in stages 4-6 to work individually or in small collaborative groups on composition and performance tasks, encouraging student-centered learning.

Library

Although COVID-19 challenged our normal practice in 2020, we've overcome many restrictions delivering APCS library programs via Zoom and Google Classroom. Alexandria Park Community School continues to be an active participant in the NSW Premier's Reading Challenge. 248 K-9 students completed the challenge in 2020. One student was awarded a medal for 10 consecutive years of participating in the challenge.

In support of information literacy development, APCS Students are taught skills in searching the library catalogue using the OLIVER system. They also learn to navigate our virtual library site for information. In upgrading APCS library collection from physical resources to digital resources, we have acquired a number of online platforms and databases to supplement current digital resources.