

# 2021 Annual Report

## Alexandria Park Community School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

Alexandria Park Community School, an icon for learning excellence in the community, focuses on student growth and attainment ensuring they achieve an inspiring future through continuous and uninterrupted quality future-focused educational opportunities provided from Kindergarten to Year 12.

Located on Cadigal Country, our vision is to provide a culturally nourishing school, to pay respect and honour the traditional owners of the land and celebrate our diverse community in all aspects of school life.

Our innovative learning environment supports a professional community of collaborative practice, ensures a sense of belonging for students, staff, parents and learning partners and instills a sense of pride and inspiration to succeed in all.

## School context

Alexandria Park Community School is a proud and vibrant Kindergarten to Year 12 community school. Over the past four years, enrolment has increased by 23%, with enrolments surpassing 1000 students; approximately 42% of students are from families with language backgrounds other than English and 17% are Aboriginal and/or Torres Strait Islander students. The school has an Opportunity Class in Year 5 and Year 6 and a Selective Stream in Year 7 to Year 10 for high potential and gifted students. Of great importance to our school community is the Community Centre, which coordinates programs for children aged 0-8 years old and their families. Our transition to school program is led from our Community Centre playgroups supporting Kindergarten students and families on their first steps to school.

Alexandria Park Community School has been redeveloped and students from Kindergarten to Year 12 learn in innovative learning environments including primary school stage-based learning hubs, flexible high school learning spaces, workshop spaces, a K-12 library, outdoor play spaces including a rooftop playground and agricultural plot, a multipurpose hall, a gymnasium and multiple sports courts. Cadigal language is used for way-finding with significant school spaces named in the Gomberee language.

We have strong and authentic links with the community. Our families are supportive and engaged in all aspects of the school. We are proud of the sustained partnerships we have with local government and non-government agencies including other educational providers such as universities and TAFE, and our local public schools. Our school receives significant support from Cultural organisations that include the Metropolitan Local Aboriginal Land Council, Tribal Warrior, NASCA (National Aboriginal Sporting Chance Academy) and The Carriageworks.

Evidence from the situational analysis reflects Alexandria Park Community School's long-term, well-established commitment to collaboration, professional learning, student wellbeing and positive relationships. It also demonstrates teachers' ongoing capacity to build high expectations for students and to develop and implement quality programs to improve student learning. The analysis showed that some areas for growth include innovative improvement measures to ensure ongoing improvement in literacy and numeracy for all students, no matter their starting point, continuity of learning from Kindergarten to Year 12, and continuing to build on and celebrate our excellent achievements in a variety of areas, including the Higher School Certificate Award. Our situational analysis also reflected our recent move into our new school and showed that teachers and students are excited about future learning at Alex Park and are committed to growing and learning together within our innovative learning spaces.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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: Student growth and attainment

### Purpose

To improve student growth and achievement in literacy and numeracy from the early years of learning to the Higher School Certificate, through a culture of high expectations and quality teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement
- Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$47,089.56

**QTSS release:** \$50,000.00

**Integration funding support:** \$498,336.00

**Low level adjustment for disability:** \$246,144.52

**Professional learning:** \$12,600.00

**Literacy and numeracy:** \$6,509.37

**Aboriginal background:** \$191,451.16

**English language proficiency:** \$191,165.20

**Socio-economic background:** \$80,488.32

### Summary of progress

While achievement of the systems targets is yet to be seen, across all school years student achievement in NAPLAN sits above state average and SSSG. In working towards the achievement of the annual progress measures the school launched a number of targeted initiatives. The reestablishment of literacy and numeracy teams across the primary and high school supported systems and school-based data analysis to drive targeted professional learning and improvement in student growth and attainment measures.

The launch of the HSC success program focused attention on high quality professional learning for teachers and the implementation of higher leverage strategies across all HSC courses to improve student outcomes and increase the number of students in the top 2 bands.

Targeted students, whether learning support to EALD, received literacy and numeracy interventions from specialist teachers while learning from home to ensure they continued to progress in their learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of HSC course results in the top two bands to meet 39.7% or above.	37.78% of HSC course results in the top 2 bands indicating progress yet to be seen toward the annual progress measure however we are on the right trajectory and programs are in place to continue to work toward progress measures.
Improvement in the percentage of students in the top two bands in high school numeracy and reading to meet 49.7% in numeracy and 30.5% in reading.	26.20% of high school students in the top 2 skill bands (NAPLAN) for reading and 41.30% for numeracy indicating progress yet to be seen toward the annual progress measure however we are on the right trajectory and programs are in place to continue to work toward progress measures.
Improvement in the percentage of students in the top two bands in primary	53.80% of primary students in the top 2 skill bands (NAPLAN) for reading and 46.10% for numeracy indicating progress yet to be seen toward the

numeracy and reading to 54.3% in numeracy and 54.1% in reading.	annual progress measure however we are on the right trajectory and programs are in place to continue to work toward progress measures.
Improvement in the percentage of high school students achieving expected growth in numeracy and reading to meet 62.9% in numeracy and 70.1% in reading.	42.37% of high school students achieved expected growth in numeracy indicating progress yet to be seen however we are on the right trajectory and programs are in place to continue to work toward progress measures. 53.1% of high school students achieved expected growth in reading indicating progress yet to be seen.
Improvement in the percentage of primary school students achieving expected growth in numeracy and reading to meet 63.3% in numeracy and 40.2% in reading.	62.50% primary school students achieved expected growth in numeracy indicating progress yet to be seen however we are on the right trajectory and programs are in place to continue to work toward progress measures. 48.72% of primary school students achieved expected growth in reading indicating achievement of the annual progress measure.

## Strategic Direction 2: Excellence in Teaching

### Purpose

To strive for excellence in teaching where teachers implement effective evidence-based teaching strategies and demonstrate high levels of professionalism and personal commitment to quality teaching, as articulated in the Australian Professional Standards for Teachers.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted, innovative pedagogies K-6
- Targeted, innovative pedagogies 7-12

### Resources allocated to this strategic direction

**Professional learning:** \$61,525.27

**QTSS release:** \$20,000.00

**Literacy and numeracy:** \$6,509.37

### Summary of progress

Teachers participated in professional learning to enhance purposeful engagement with the Australian Professional Standards for Teachers. After completing a self-assessment on each of the seven standards, teachers were better equipped to construct meaningful individual and team professional goals aligned to the standards and the school improvement plan. The strengthened professional development plan (PDP) process has led to targeted feedback for teachers and the identification of high-performance teachers in specific teaching domains.

The Professional Learning Team used a variety of internal information from staff including School Development Day evaluations, professional learning evaluations, student data and PDP goals to determine professional learning. Furthermore, staff were supported to develop their data informed practice through the HSC Analysis and K-2 Phonics assessments.

Lastly, to improve the capability of all teachers K-12 to teach effective literacy and numeracy skills, literacy and numeracy teams were established to lead this improvement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School evidence and internal validation demonstrates that most 'sustaining and growing' descriptors of the School Excellence Framework in the domain of Teaching are met.	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing across 86.66% of themes in the teaching domain. This is an improvement on the 2020 baseline of 60% of themes self assessed at sustaining and growing.
Australian Professional Standards for Teachers are used by all teachers to reflect on and develop PDP goals and guide professional learning in the school.	In 2021, 89% of teaching staff engaged in assessing their practice against the Australian Professional Standards for Teachers prior to writing PDP goals through completing a self-assessment based on the standards. Additionally, 11 teachers were identified as sharing expert practice as defined by HAT standards and were encouraged or supported to share their practice. As a result, 94% of 163 teachers had PDP goals that linked to Australian Professional Standards for Teachers and 100% of teachers participated in PL about PDPs and the standards.

## Strategic Direction 3: A proud school community

### Purpose

The whole school community demonstrates a great sense of pride in our school's history and the uniqueness and diversity of our dynamic and exciting school. As a proud school community, we are proud of ourselves, our families, our cultures and Alexandria Park Community School.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Growing a proud and inclusive school community with high expectations
- Attendance strategy

### Resources allocated to this strategic direction

**QTSS release:** \$16,442.98

**Professional learning:** \$2,200.00

**School support allocation (principal support):** \$50,961.51

### Summary of progress

Our focus for 2021 was to further develop the sense of pride in our school for all members of the community. Work toward this goal was achieved through a number of key initiatives and programs. These included the launch of the Positive Letters initiative in Term 2 from Kindergarten to Year 12 which created and distributed positive letters about our students progress and achievement, and promoted pride in our wonderful school community. Another community engagement focus for 2021 was to increase opportunities for parents and carers to provide feedback to the school throughout the year on the quality of school to home communication to strengthen proactive parent engagement and effective partnerships in learning. 81% of parents reported that receiving a positive letter enabled them to have a positive conversation with their child about school.

The school plan team identified the events that occur throughout the year where the school engages with parents to share information about teaching, learning, assessment and their child's progress and development.

These initiatives have now been embedded into the school's practice and will continue in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of overall attendance (attending 90% of the time) in the primary school to 78%	Data is unreliable due to an extended period of learning from home. However, a whole school review of the attendance policy and procedures has been undertaken and identified strategies implemented.
Improvement in the percentage of overall attendance (attending 90% of the time) in the high school to 63.3%	Data is unreliable due to an extended period of learning from home. However, a whole school review of the attendance policy and procedures has been undertaken and identified strategies implemented.
School evidence and internal validation demonstrates excellence in one of the themes of High Expectations, Attendance, Community Engagement and Community Satisfaction of the School Excellence Framework	School internal validation results demonstrates the following:  In 2021, the theme of High expectations remained at Sustaining and Growing  In 2021, the theme of Attendance moved to Delivering from Sustaining and Growing in 2020  In 2021, the theme of Community engagement remained at excelling  And in 2021, the theme of Community satisfaction remained at Sustaining



School evidence and internal validation demonstrates excellence in one of the themes of High Expectations, Attendance, Community Engagement and Community Satisfaction of the School Excellence Framework	and Growing
The school experiences a 2% increase in the areas of advocacy at school, expectations for success and sense of belonging through the Tell Them From Me survey	<p>2020 Sense of belonging: school mean 69%/NSW Govt Norm 66%</p> <p>2021 Sense of belonging: school mean 63%/NSW Govt Norm 66%</p> <p>2020 Advocacy: school mean 6.8/NSW Govt Norm 6.0</p> <p>2021 Advocacy: school mean 6.2/ NSW Govt Norm 6.0</p> <p>2020 expectations for success: school mean: 7.5/NSW Govt Norm 7.0</p> <p>2021 expectations for success: school mean 7.2/NSW Govt Norm 7.0</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$498,336.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alexandria Park Community School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs, including classroom teachers and SLSOs.</li> <li>• staffing release for targeted professional learning in Health Care needs for students, PLPs and ILPs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour and curriculum adjustments to enhance access to the curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Eligible students demonstrating progress towards the personalised learning goals. PLASP review meetings are responsive to students needs and inclusive of families and external agencies where required. Eligible students receiving targeted support in classrooms, playgrounds and sport. Teacher professional learning has resulted in enhanced capacity of teachers to cater and program for individual student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Regularly monitoring integration funding decision making within the learning and support team processes. Regularly review PLASPs to ensure funding is used to specifically meet the learning and wellbeing needs of targeted students. Strengthen engagement with external agencies around health care needs.</p>
<p>Socio-economic background</p> <p>\$80,488.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alexandria Park Community School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff in PEEL writing strategy to support student learning</li> <li>• employment of additional staff to support and implement Fast Track initiative program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student improvement evidenced by: a continued focus on using and advancing the PEEL model, including a variety of sentence types for specific purposes and effects. Teachers were better able to meet the writing</p>

<p>Socio-economic background</p> <p>\$80,488.32</p>	<p>needs of the targeted students and use the PEEL model to differentiate for students. More than 60% of targeted students achieving at or above expected growth in NAPLAN9 Writing, with almost all students who received Tier 2 intervention in writing improvement achieving 'at or above'. The number of students achieving in the top 2 bands for NAPLAN7 Writing increased from 4% to 10%. The number of students achieving in the top 2 bands for NAPLAN9 Writing increased from 2% to 5% in Band 10 and in Band 9, achievement rose from 3% to 13%.,(2019 - 2021).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engage literacy and numeracy coordinators to lead primary and secondary teams to support improvement towards targets. Continue to allocate funds to provide students with economic support for education materials, uniforms, equipment, excursions, access to extra curricular programs.</p>
<p>Aboriginal background</p> <p>\$191,451.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alexandria Park Community School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Instructional Leader to plan, implement and evaluate systems that will improve pedagogical practices to enhance Aboriginal student engagement and growth in literacy and numeracy.</li> <li>• employment of a pedagogical mentor to deliver personalised support for Aboriginal students and professional development and advice for staff.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of 2 specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Instructional leader and pedagogical mentor, professional development surveys show significant increase in teacher knowledge of local Aboriginal community, complexity of issues affecting Aboriginal Education outcomes and Culturally responsive schooling. An experienced and committed Aboriginal student achievement team which meets regularly to monitor and report on Aboriginal student achievement and growth K - 12. Tell them from me Surveys show that 76% of Aboriginal and Torres Strait Islander students feel good about their culture and 71% report that their teachers have a good understanding of their culture. 4 Aboriginal students were identified as academically talented and accepted placement in a Selective class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A stronger focus on identifying Aboriginal students in high, middle and lower NAPLAN bands to target intensive tutorial and in class support. A review of PLP's in the high school with a renewed focus on engaging parents and carers in the process. Trial the Year 7 Learning Hub initiative underpinned by the Culturally Nourishing Schools Curriculum.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alexandria Park Community</p>

<p>\$191,165.20</p>	<p>School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional learning on the EALD progressions (listening and speaking strategies) to better support and report on students in the classroom. NAPLAN scores for EALD students in the emerging and developing categories for NAPLAN 3 &amp; 5 are consistently above state and SSSG.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to meet the needs of eligible students through a stage-based approach to targeting EALD students with specialist support.</p>
<p>Low level adjustment for disability</p> <p>\$246,144.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Alexandria Park Community School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging two learning and support teachers, one in secondary and one in primary, to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teaching and learning programs that are responsive to student need. From 2019 to 2021, there has been an uplift in NAPLAN expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to meet the needs of targeted students through a stage-based approach, employing the most effective evidence-based teaching strategies to optimise learning progression.</p>
<p>Professional learning</p> <p>\$76,325.27</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Alexandria Park Community School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring</li> </ul>

<p>Professional learning</p> <p>\$76,325.27</p>	<p>and supporting student progress and achievement</p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement</li> <li>• Targeted, innovative pedagogies K-6</li> <li>• Targeted, innovative pedagogies 7-12</li> <li>• Growing a proud and inclusive school community with high expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release expert teachers to lead professional learning in evidence based practices to teaching numeracy, literacy and quality curriculum implementation.</li> <li>• release teachers to engage in high impact professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased capacity of Early Stage 1 and Stage 1 teachers to embed effective practice in the explicit teaching of phonics. Increased capacity of secondary teachers to implement the PEEL strategy in the explicit teaching of writing resulting in improved complex sentence structure. Stages collaboration to develop a consistent approach to teaching and learning in mathematics and English. Increased capacity of HSC teachers to analyse student achievement data and plan teaching and learning activities that explicitly target high leverage strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted high impact professional learning delivered by the Department of Education and APCS expert teachers on literacy and numeracy interventions and achieving success in the HSC. Responding to feedback about professional learning to implement the most effective strategies to improve teaching and learning.</p>
<p>Literacy and numeracy</p> <p>\$13,018.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alexandria Park Community School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Targeted, innovative pedagogies K-6</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in collaborative practice conferences</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Access for all students to high quality online literacy and numeracy programs to support learning from home and learning at school. Teacher collaboration to implement a consistent evidence based approach to teaching phonics K - 2 A clear alignment across each stage in the scopes and sequences in units of work</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Support the implementation of the new curriculum for Early Stage 1.</p>
<p>QTSS release</p> <p>\$86,442.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alexandria Park Community School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$86,442.98</p>	<ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> <li>• Targeted, innovative pedagogies K-6</li> <li>• Growing a proud and inclusive school community with high expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an above establishment Deputy Principal to support staff implementation of high-quality curriculum programs in literacy and numeracy.</li> <li>• Additional staffing and employment of Assistant principals specialising in the targeted areas of well-being or curriculum. These executive staff members were provided with additional release time to collaboratively plan for their stages, monitor social emotional and academic programs and work together to create a team approach to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice across the school. 100% of teachers record accommodations and adjustments for students in their classroom with a learning need. All staff collaboratively develop PLASPs for students with additional learning needs. All teachers set learning intentions for each lesson and stage teams continue to use assessment tasks and formative observations to plan for next steps in student learning. Executive staff members lead stage teams to analyse data to target student need and create innovative programs focusing on student interest and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Providing weekly executive release days for Assistant Principals to lead improvement in a targeted area for their stage focusing on literacy and numeracy. School leaders work together to drive high expectations and collaborative learning environments for students and teachers within their stage .</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Alexandria Park Community School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• employment of additional part time classroom teacher to provide smaller class sizes and avoid cross stage classes to support a targeted focus on literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice with a focus on the early years. Teachers set individual learning goals, monitor student data and continue to have a strong focus on formative assessment. Teachers collaboratively plan all units of work to include differentiated and innovative teaching strategies. All teaching staff utilise our collaborative learning spaces allowing students to direct their own learning and engage in lessons utilising all aspect of the learning hubs including presentation, art and science spaces.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing specialist learning and support and EAL/D teachers on each</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>stage to continue to build collaborative planning practices, monitoring student strengths and weaknesses from data collection and analysis and building on all teachers capacity to co-teach lessons in our flexible learning spaces.</p>
<p>COVID ILSP</p> <p>\$129,062.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy with a focus on developing phonemic awareness and development of number skills.</li> <li>• releasing staff to analyse school and student data to identify targeted groups of students within each stage.</li> <li>• development of resources and planning of small group tuition.</li> <li>• releasing staff to participate in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The majority of the targeted students have achieved progress towards their personal learning goals in numeracy, reading, writing and year 10 minimum standards. The intensive small group tuition resulted in improved engagement in learning for the students as evidenced in work samples, teacher observation reports, check in assessment data and PLAN 2 data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to employ COVID tutors with expertise in mathematics (numeracy) and Literacy to facilitate small group tuition and in class support for identified students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	449	507	533	586
Girls	354	374	378	447

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.



## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.2	93	93.4	92.6
1	90.1	90.3	93.2	91.6
2	92.6	87.7	92	93.9
3	92.9	92.6	93	91.8
4	92.6	91.3	92	90.3
5	91.9	92.8	93.3	94.3
6	92.5	91.1	94.8	92.6
7	91.4	91.1	92.5	90.6
8	85.4	86.2	90.3	86.6
9	88.2	83.7	86.5	86.8
10	87.7	84.4	83	80.8
11	87.4	88.5	87.4	81.1
12	87.2	82.6	89.1	76.9
All Years	89.8	88.8	90.7	88.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1.5	12.5
Employment	1.25	3	5.4
TAFE entry	0	1.5	12.5
University Entry	0	0	66
Other	0	0	0
Unknown	2.5	1.5	3.6

### Year 12 students undertaking vocational or trade training

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30.16% of Year 12 students at Alexandria Park Community School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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91.5% of all Year 12 students at Alexandria Park Community School expected to complete Year 12 in 2021 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)	50.65
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	13.04
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,781,250
<b>Revenue</b>	12,802,786
Appropriation	12,502,961
Sale of Goods and Services	80,713
Grants and contributions	184,426
Investment income	1,485
Other revenue	33,201
<b>Expenses</b>	-13,385,900
Employee related	-11,729,782
Operating expenses	-1,656,118
<b>Surplus / deficit for the year</b>	-583,114
<b>Closing Balance</b>	2,198,137

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	498,336
<b>Equity Total</b>	729,371
Equity - Aboriginal	191,451
Equity - Socio-economic	80,488
Equity - Language	211,287
Equity - Disability	246,145
<b>Base Total</b>	9,469,456
Base - Per Capita	224,527
Base - Location	0
Base - Other	9,244,929
<b>Other Total</b>	835,548
<b>Grand Total</b>	11,532,711

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

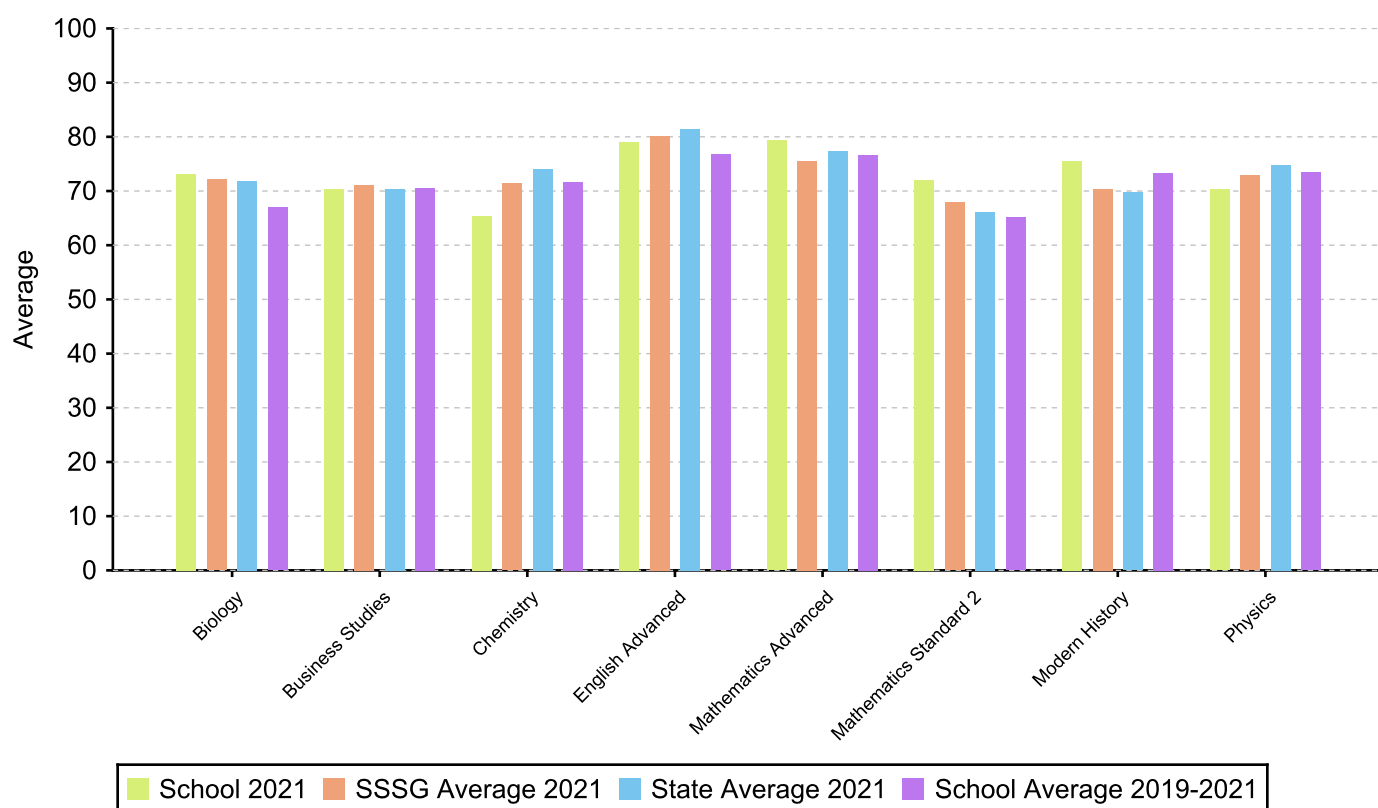
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	73.1	72.2	71.9	66.9
Business Studies	70.4	71.1	70.4	70.6
Chemistry	65.4	71.4	74.1	71.7
English Advanced	79.0	80.2	81.4	76.8
Mathematics Advanced	79.3	75.5	77.4	76.6
Mathematics Standard 2	72.0	67.9	66.1	65.1
Modern History	75.6	70.4	69.7	73.4
Physics	70.3	72.9	74.8	73.4



## Parent/caregiver, student, teacher satisfaction

Consultation with parents, students and staff is an ongoing process. In 2021 parents, students and staff were consulted on their satisfaction and engagement with Learning from Home to provide feedback on what was working and areas for improvement.

### Parents K - 12

99% reported that their child/children were able to access their at home learning (either online or paper package)

13% reported that they needed further help to support their child/children to access online learning

99% reported that communication from the school has been excellent, good or satisfactory

41% reported teachers have been able to provide teaching and learning activities to engage their child in the online environment to a great extent. 46% reported teachers have been able to provide teaching and learning activities to engage their child in the online environment adequately.

95% reported that their child has participated in online lessons or meetings with their teacher and other classmates.

### K - 6 students reported that

93% have found that it is easy to get online and find their class tasks

92% understand what they being asked to do and know how to do it

100% complete all or most tasks for every class

95% know how to contact their teacher to ask for help

### 7 - 12 students reported that

90% have found that it is easy to get online and find my class tasks

89% understand what they being asked to do and know how to do it

95% complete all or most tasks for every class

86% know how to contact their teacher to ask for help

### K - 6 teachers

95% of K - 6 teachers reported that they are able to manage the level 4 learning from home model

88% of K - 6 teachers reported that they have been able to consistently engage with their students and continue to deliver teaching and learning

83% of K - 6 teachers reported that they have been able to collaborate and share practice with their stage teams

67% of K - 6 teachers reported that they have been able to engage with learning and support and EALD teachers to support their students

100% of K - 6 teachers reported that they have been supported by the school executive

### 7 - 12 teachers

85% of 7 - 12 teachers reported that they are able to manage the level 4 learning from home model

70% of 7 - 12 teachers reported that they have been able to consistently engage with their students and continue to deliver teaching and learning

74% of 7 - 12 teachers reported that they have been able to collaborate and share practice with their stage teams

67% of 7 - 12 teachers reported that they have been able to engage with learning and support and EALD teachers to support their students

85% of 7 - 12 teachers reported that they have been supported by the school executive

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.