

2021 Annual Report

Albion Park High School



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Introduction

The Annual Report for 2021 is provided to the community of Albion Park High 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.

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Message from the principal

Our school's core values of Respect, Commitment and Responsibility were duly tested as we navigated 2021. I am incredibly proud of our school community, coming together in mutual support throughout this very challenging year. I am grateful, too, for the warm welcome since my appointment in June 2021 and would like to acknowledge the leadership of Mrs Christine Campbell in her role as Relieving Principal prior to my appointment.

Albion Park High School students have, at every step of the way, accepted, adapted and overcome all obstacles and disruptions to their routines, and our staff have been creative, flexible, resilient and determined to provide the best learning experience possible for our students. The myriad of ways that we have challenged a 'traditional' view of learning to ensure that we remain connected with each other has been heart warming and is a testament to the caring culture of our school. This has been reflected, too, in the deep engagement of parents and carers who have been wonderfully supportive, understanding and patient as we wrestled with not only COVID but the ever-changing guidelines and regulations affecting schools.

Whilst this year has certainly posed challenges for our students, they adapted quickly and many developed a sense of independence, responsibility and discipline, completing much of their school work at home during Semester 2. The life lessons this has taught all of us, including the importance of creativity, collaboration, communication and critical reflection of all that we do has helped each of us to navigate the most difficult of times. In particular, these attributes were so visibly seen by the parents and carers of our students who were there each and every day, helping their child to navigate the challenges of learning from home and celebrating successes.

The staff of Albion Park High School were also present each and every day, committed to providing a suite of stimulating and challenging learning opportunities for students. As we faced continuing challenges, the staff pivoted and made it as positive an experience as possible, whether it be online learning, preparation of home learning packs, check in with students, talking with parents through concerns and engaging with students to check in on their learning and wellbeing. The level of commitment and care demonstrated by the staff reflects the value they each place on their role as a teacher and what that means to the lives of young people in our school and community.

Albion Park High School is characterised by a strong, resilient learning community. The support of our P&C during 2021 has been so incredibly positive, working in conjunction with the school leadership team to ensure that our students and families remained connected with each other. Whilst COVID has meant that many fundraising and P&C events were unable to proceed this year, our P&C continued their hard work.

As we embark on the next year of our school journey, one characterised by a continued commitment to high expectations, personal and professional growth, care and courage, we can reflect on 2021 and the fearless ways we worked together to overcome challenges. It has been a year of individual and collective success and I am optimistic that the partnerships we have will continue to be nurtured. In short, we can each be proud of the effort and commitment we have each made to caring about the work we do, caring about each other, and caring about finding new ways to work together for the benefit of our students and community.

Welcome parents and students, teachers and staff, families and citizens to the annual P&C report.

The Parents and Citizens Committee, like all of us, has felt the impact of COVID-19 over the past two years. Despite this, we have still been able to hit our goals and support the school.

Some of the highlights include:

- Successful processing of COVID-19 grants from the state and federal governments to help support the canteen. The grants were crucial to keeping the canteen running during the extended lockdowns and meant that when the students returned to school, the canteen was able to continue to support them.
- Congratulations to Shona and the team on funding P&C initiatives this past year. A great feat when you consider the circumstances. The canteen is the P&C's major source of funding for the school, so a strong canteen means a strong funding base and that's a major benefit for the school's continued journey of improvement and growth.
- The uniform shop similarly had a difficult year with delays on stock and order processing during lockdowns. Thanks to the hard work of Maree Bryant these impacts were minimised, and workarounds were put in place to service the schools' uniform needs.
- Tens of thousands of dollars was donated by the P&C for school purchases, Year 12 graduation, and contributions to our student high achievers who made State and National levels of achievement this year. All funding comes from the APHS canteen and uniform shop. Great work everyone.

We are all looking forward to getting back out into the community. I encourage every parent and carer to come along to the P&C meetings which are held on the 4th Monday of the month at 6:00 pm.

You can choose to contribute your opinion, ask a question, or just listen in. Being actively involved in your child's education is a major part of what the P&C is all about.

Brendon Davies

Albion Park High School P&C President

School vision

Albion Park High School's motto is *Challenge the Future*. We aim to do this each and every day through creative, research informed teaching practices which promote communication, collaboration, creativity and critical reflection. Our vision is to provide opportunities, and an environment, for all members of our school community to thrive and to be their personal best.

School context

Albion Park High School is located on Dharawal Country at the foot of the Illawarra escarpment. The school is a complex, P4, comprehensive high school with a rapidly growing enrolment of approximately 970 students, including 80 Aboriginal students and 11 support classes. We have a strong focus on creating a safe, happy and caring environment where every student is cared for, known and valued.

The school's current ICSEA is 966 (2020) and the school's FOEI is 111 (2020)

The 100 teachers and 34 administrative staff at Albion Park High School are committed to providing innovative and successful programs centering on future-focused learning and pedagogies. Our school has a small but active P&C and enjoys close connections with the local community. We seek feedback from all members of the school community to underpin ongoing school improvement and the professional effectiveness of all school members. High-level areas for improvement around student growth and attainment, wellbeing, and school and community partnerships have been identified after a comprehensive External Validation and Situational Analysis. All staff play an active role in diverse Strategic Improvement Teams to promote school improvement.

APHS has a strong HOW2Learn philosophy and a focus on high-quality Project Based Learning. Our Project-Based Learning begins in Year 7 with a HUB Learning program. We continue our emphasis on the development of students who are active, critical, and creative thinkers with PBL projects in each subject area and year.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

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

During the process of Self Assessment, and mapping our progress against the standards, the school's Leadership Team balanced the impact of remote learning, the pivoting of school systems and processes to support continued growth of student achievement, and the efficient running of the school when assessing the achievement of the best outcomes possible as outlined in our Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

Students grow in their learning through explicit, consistent and contextually relevant teaching, informed by research. Our teachers will evaluate their effectiveness and reflectively use qualitative and quantitative assessment data, informed by targeted professional learning, to adapt their teaching practices. Student attainment data will be used to evaluate student, teacher, faculty and school progress which will inform future 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.

- High Potential and Gifted Education
- Learning with ICT
- Literacy and Numeracy
- Future Focused Learning Pathways

Resources allocated to this strategic direction

Socio-economic background: \$156,716.74

Professional learning: \$11,872.45

Per capita: \$7,338.90

Low level adjustment for disability: \$290,846.81

English language proficiency: \$34,978.87

Aboriginal background: \$34,637.87

Summary of progress

Regular points of evaluation, targeted professional learning and contextually relevant teaching resulted in the effective implementation of four initiatives attached to Strategic Direction 1. The High Potential and Gifted Education (HPGE) team formed and remained connected, albeit remotely, and worked on establishing the framework for the introduction and implementation of the HPGE Policy. The HUB (Future Focused Learning Pathways) team formed and navigated remote learning to embed digitally driven collaborative practices for students and supported the remote professional learning of staff in this space. This was connected with the Learning with ICT (Information, Communication and Technology) initiative and supported the whole school adoption of the Google Classroom learning platform. Additionally, with the Literacy and Numeracy initiatives, whilst students were not able to physically engage in hands-on, game based learning activities, some leveled, online activities were developed in Stage 4 for students to be able to explore and support their growth. It was desirable that all students would complete 2 levels of growth however this was not achieved as a result of the impact of remote learning. Separately, attendance was supported by the Wellbeing Team who worked closely with parents to maintain regular and meaningful contact with students and families before, during and after remote learning to best ensure that the school community was supported and nurtured during the pandemic.

The next steps are to embed school-wide assessment and data practices which are evidence based and research informed. This will include: refining the recording of qualitative and quantitative assessment data in student data profiles; accessing, analysing and utilising data from external assessment sources; and aligning student attainment data to larger trend patterns as the basis for targeting professional learning for staff.

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
Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system negotiated baseline target of 61.74%.	The percentage of students achieving expected growth in NAPLAN Reading decreased to 50.70% indicating progress yet to be seen toward the system negotiated baseline target.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system	The percentage of students achieving expected growth in NAPLAN Numeracy decreased to 45.26% indicating progress yet to be seen toward the system negotiated baseline target.

negotiated baseline target of 66.75%.	
Increase the percentage of students achieving NAPLAN top 2 bands in Reading to be at or above the system negotiated baseline target of 11.21%.	The proportion of students achieving in the top two bands in NAPLAN Reading is 15.38% and has exceeded the system negotiated baseline target.
Increase the percentage of students achieving NAPLAN top 2 bands in Numeracy to be at or above the system negotiated baseline target of 16.41%.	The proportion of students achieving in the top two bands in NAPLAN Numeracy decreased to 10.24% indicating progress yet to be seen toward the system negotiated baseline target.
Increase the percentage of students achieving HSC top 3 bands to be at or above the system negotiated baseline target of 52.52%.	The proportion of students achieving HSC top 3 bands is 65.92% and has exceeded the system negotiated baseline target.
Increase the percentage of students achieving HSC top 2 bands to be at or above the system negotiated baseline target of 17.94%.	The proportion of students achieving HSC top 2 bands is 26.59% and has exceeded the system negotiated baseline target.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to ensure the educational development of each student at Albion Park High School. All staff will ensure that every student is known, valued and their individual needs are cared for. Our teachers will strive to ensure that our students are fully engaged and develop into productive members of our community. Staff will help to foster positive relationships with students and promote pride and connection to the school and the wider community. Staff wellbeing will also be a focus to ensure that they can effectively and positively impact student outcomes.

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.

- Whole school evidence based approach to sport and physical activity
- Implementation of student wellbeing programs
- Implementation of staff wellbeing programs

Resources allocated to this strategic direction

Socio-economic background: \$242,927.43

Per capita: \$3,000.00

Professional learning: \$300.00

Summary of progress

The school's ethos of striving to ensure that every student is known, valued and their individual needs are catered for was supported through planned and targeted interventions. Regular points of evaluation, targeted professional learning and contextually relevant interventions drove the implementation of the initiatives in Strategic Direction 2. Whilst the initial targets were set to be implemented, the impact of COVID resulted in a pivot for this initiative. Wellbeing meetings were held remotely, led by the Deputy Principals, Year Advisors and their support personnel, and were successful in ensuring online engagement with lessons was maintained and that families remained connected with the school. Feedback from students, parents and staff indicated that the emphasis on wellbeing throughout the lock-down period was instrumental across the senior years of study (Years 11 and 12) and was equally instrumental in maintaining the engagement of the junior years (Years 7 - 10). Additionally, the pivot to include 'Feel Good Friday' as relief from the screen with a structured wellbeing program was an authentic and well received attempt to support learning through using the Neurosequential Model in Education (NME) intervention. This pivot was linked to the work undertaken as a part of the 'Park Performers' initiative, linking wellbeing to physical activity.

In the context of this pivot, work was undertaken to employ an Aboriginal Identified Student Learning Support Officer and a Student Support Officer to support the implementation of student wellbeing programs. Professional learning was also undertaken in relation to improving attendance strategies and enhancing a culture of belonging for students at school. Resulting from the collaboration between staff was the introduction of the Gawura Pod, an online community for our Aboriginal students to engage in culturally relevant and specific connections to each other and to learning.

The next steps are to embed inclusive, school-wide wellbeing initiatives which emphasise belonging and culture. This will include developing a professional learning schedule where by all teachers participate in specific, structured professional learning around the Neurosequential Model of Education (NME); accessing, analysing and utilising data to inform the development of strength-based school-wide behaviour and wellbeing processes; and implementing inclusive practices which are culturally nourishing and embed a holistic approach to wellbeing, belonging and partnerships which support all learners to flourish.

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
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to	Tell Them From Me data shows 59.15% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the system negotiated baseline target.

be at or above the system negotiated baseline target of 55.60%.	
Increase the percentage of students attending school 90% or more of the time to be trending towards the system-negotiated baseline target of 59.90%.	The number of students attending greater than 90% or more of the time is 43.29% indicating progress yet to be seen toward the system negotiated baseline target.
Self-assessment against the School Excellence Framework in the element Wellbeing will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Delivering.
Tell Them from Me data indicates an Improvement in students reporting a Positive Learning Climate	Tell Them From Me student data indicates a score of 5.3 in Positive Learning Climate, with the NSW Government Norm being 5.6.
Tell Them from Me data indicates an improvement in the proportion of Aboriginal students reporting that teachers understand Aboriginal culture.	Tell Them From Me student data indicates 36% of Aboriginal students reporting that teachers understand Aboriginal culture with the NSW Government Norm being <i>unavailable</i> %.

Strategic Direction 3: School and Community

Purpose

Our purpose is to build strong and positive links between the school and community stakeholders to develop trust and pride in achievement. Through purposeful and coherent communication, personalised dialogue, and in-school events, we aim to acknowledge and celebrate student attainment to drive engagement, wellbeing, and academic growth.

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.

- Coherent Communications Strategy
- In-School Events
- Community Partnerships

Resources allocated to this strategic direction

Professional learning: \$6,406.68

Socio-economic background: \$6,406.68

Per capita: \$4,000.00

Aboriginal background: \$34,637.50

Summary of progress

Purposeful, coherent and personalised communication with our community has been a whole school priority and this has been enhanced through the introduction of the Communications Team. A major focus in Strategic Direction 3 was using trend data to inform decision making and targeting specific areas for refinement and growth and this included streamlining communications to ensure that there was clarity and consistency with our messaging to students, staff, families and community. Celebrating our school achievements was also a significant feature of the work, including an increase in student voice and presence through the publication of student images and work samples as well as revising the flow of information to families through the school newsletter 'Park Press'.

The importance of the focus in Strategic Direction 3 of communicating with our school community was reflected in the positive impact and connection we maintained with students and parents throughout the lockdown period. The school community benefited from regular updates to inform remote learning opportunities and authentic connection with the school. Communication platforms which were increasingly, and successfully, utilised included the Sentral Parent Portal, the school's Facebook page and the use of the school email. These platforms supported the utilisation of Google Classroom as the main remote learning initiative as well as supporting a coherent narrative of a positive learning culture.

The next steps are to utilise the suite of resources available through the Department of Education's Strategic Communication Team to support the development of a rich Community of Schools partnership; accessing, analysing and utilising data generated from the Strategic Communication Team to inform decision making with regards to community satisfaction and areas for growth and improvement; developing rich partnerships with government and industry bodies to support post-school transition options for students; and to increase the involvement and presence of parents in school events to support and enhance the inclusive culture of learning and engagement at our school.

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
Self-assessment against the School Excellence Framework in the element Learning Culture will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the theme Community Engagement will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the theme Community Engagement shows the school currently performing at Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$158,244.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: students with additional learning and support needs demonstrating progress towards their personal learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive individual learning and support within their own classroom. The Learning and Support Team worked consistently to monitor and review student progress, liaise with support agencies and respond to changing student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to adjust the use of integration funding throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. The learning and support team meeting agenda will continue to incorporate integration funding decision making on a regular basis.</p>
<p>Socio-economic background</p> <p>\$516,454.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education • Literacy and Numeracy • Whole school evidence based approach to sport and physical activity • Implementation of student wellbeing programs • Implementation of staff wellbeing programs • Coherent Communications Strategy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through the High Potential and Gifted programs to support student learning • employment of additional staff to support instructional leadership program implementation <p>The allocation of this funding has resulted in: students supported through a comprehensive Numeracy Improvement Program with a deep analysis of data in consultation with the local primary schools, with all students able to strengthen their Numeracy competencies from Stage 3 to the end of Stage 4. Teachers have embedded quality writing</p>

<p>Socio-economic background</p> <p>\$516,454.57</p>	<p>tasks in faculty programs across all curriculum areas and students have personal writing goals. An identification checklist was developed to assist staff to identify high potential students to support the implementation of High Potential and Gifted Education programs and practices across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers to assess the level of student engagement and ongoing assessment of students with the view to complete greater levels of the program. Teachers will continue to identify substantive data as well as anecdotal information to further support High Potential and Gifted Education.</p>
<p>Aboriginal background</p> <p>\$69,275.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albion Park High 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • In-School Events <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional School Learning and Support staff to support Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal students meeting literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving. Throughout the year, our School Learning Support Officers (SLSOs) worked within the classrooms of our Aboriginal students to provide ongoing support for their individual learning needs. Processes for formal student voice organisations in the school added to a sense of ownership and belonging. Aboriginal perspectives are embedded in our teaching and learning and staff and students encourage acknowledgement, acceptance and celebration of all cultures within our school community. Aboriginal student progress was closely monitored through SCOUT, NAPLAN and classroom assessments and observations.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued staff professional development on delivering high quality, engaging classroom programs for students with a deep emphasis on ensuring Aboriginal students are connected, engaged and achieve. The school is evaluating current processes to support the development and implementation of improved Personalised Learning Pathways with a stronger focus on specific and measurable literacy and numeracy goals.</p>
<p>English language proficiency</p> <p>\$34,978.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$34,978.87</p>	<ul style="list-style-type: none"> • intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples with teachers analysing student data, including student English language proficiency using the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing professional learning to support the identification of language and cultural demands across the curriculum. Teachers will be supported to build their capacity to design teaching and learning that reflects the needs of EAL/D students, transferring this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$290,846.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students to support literacy and numeracy • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with intervention programs to increase learning outcomes <p>The allocation of this funding has resulted in: support for students to develop reading habits that improve their reading comprehension skills in line with the Premier's reading Priorities. All Stage 4 classes were supported with the implementation of a designed Literacy period which focused on identifying and delivering targeted approaches to literacy. Students have been provided with the opportunity to reflect upon their attainment of writing goals through the refinement of writing tasks delivered as part of the Stage 4-5 writing program in most curriculum areas. These tasks were assessed by the learning support staff and student skills recorded using PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continued, sustained and timely support for students with disability and additional learning and support needs with an inclusive and welcoming school culture for every student. Funds used will provide individual and small group support to students through the provision of School Learning Support Officers, purchasing additional teaching resources and Learning and Support Teacher staffing positions.</p>
<p>COVID ILSP</p> <p>\$203,412.11</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition

<p>COVID ILSP</p> <p>\$203,412.11</p>	<ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: students in the program achieving significant progress towards their personal learning goals. SCOUT, NAPLAN and PLAN2 data was used to identify and track students. Student participation in the program was documented using PLAN2 and skills were assessed using Short Assessments (Quick Quizzes) released by the department. Resources developed to support these students in their classwork were shared with the broader class via the Google Classroom. These resources included word banks, scaffolds for writing tasks, strategies for planning and focus comprehension questions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with student goal setting, monitoring and feedback as a core part of learning. An increase in small group withdrawal sessions will allow students demonstrate greater student growth with increased time spent with targeted students across the fortnight being the priority in planning. It is expected that the COVID intensive learning support program will see attendance, effectiveness and engagement impact across those senior students who were also significantly affected by learning from home.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	350	397	433	448
Girls	397	426	473	471

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.3	90.2	93.9	86.7
8	89.1	88.5	91.2	84.9
9	89.7	86	91.8	84.1
10	86.2	85.3	90.4	82.6
11	86.3	84.8	93.4	77.5
12	87.3	89.5	92.8	87.8
All Years	88.5	87.5	92.2	84
State DoE				
Year	2018	2019	2020	2021
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	88.4	88	89.6	85.9

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.

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	6
Employment	6	20	43
TAFE entry	2	7	11
University Entry	0	0	36
Other	13	7	4
Unknown	0	1	0

Year 12 students undertaking vocational or trade training

58.24% of Year 12 students at Albion Park High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Albion Park High 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
Head Teacher(s)	11
Classroom Teacher(s)	58.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	23.37
Other Positions	1.8

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,404,485
Revenue	13,996,726
Appropriation	13,650,862
Sale of Goods and Services	32,096
Grants and contributions	312,078
Investment income	690
Other revenue	1,000
Expenses	-14,217,027
Employee related	-12,790,410
Operating expenses	-1,426,616
Surplus / deficit for the year	-220,301
Closing Balance	1,184,184

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.

	2021 SBAR Adjustments (\$)
Targeted Total	93,037
Equity Total	911,556
Equity - Aboriginal	69,275
Equity - Socio-economic	516,455
Equity - Language	34,979
Equity - Disability	290,847
Base Total	11,093,789
Base - Per Capita	240,496
Base - Location	0
Base - Other	10,853,293
Other Total	857,575
Grand Total	12,955,957

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

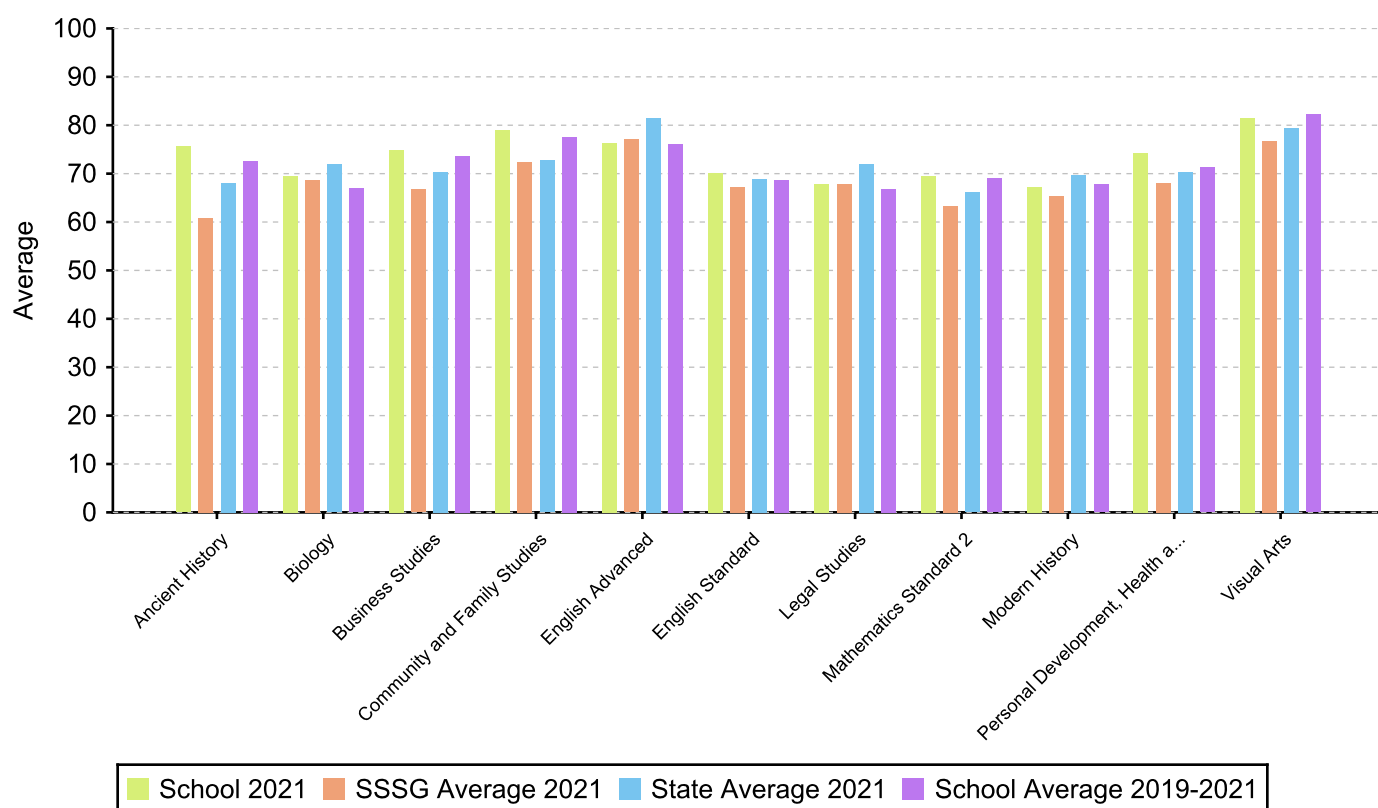
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Ancient History	75.6	60.9	68.1	72.7
Biology	69.5	68.6	71.9	66.9
Business Studies	74.9	66.7	70.4	73.7
Community and Family Studies	79.0	72.4	72.7	77.6
English Advanced	76.4	77.0	81.4	76.1
English Standard	70.1	67.3	68.8	68.7
Legal Studies	67.9	67.8	72.0	66.8
Mathematics Standard 2	69.5	63.3	66.1	69.0
Modern History	67.3	65.4	69.7	67.8
Personal Development, Health and Physical Education	74.3	68.1	70.3	71.3
Visual Arts	81.5	76.8	79.4	82.2

Parent/caregiver, student, teacher satisfaction

Albion Park High School seeks feedback from students, staff and parents and carers in a number of ways. These include the Tell them From Me survey, via the Parents and Citizens Association and through informal feedback communicated in person and at community events.

In 2021, we worked with the community to develop improved communication methods following feedback that this was a priority for parents. COVID presented unique challenges and saw an increase in the communication between school, home and the community and the opportunity to connect and gain feedback during learning at home

The Tell the From Me survey was completed by students, staff, parents and carers. Students report that the quality and cleanliness of the school environment, the quality and variety of lessons, the need for shade areas, healthy and productive relationships with their peers and teachers and a strong sense of belonging are important issues to be addressed within the school.

Teachers reported that collaboration among colleagues is positive and assists with student engagement, assessment strategies, sharing of knowledge and supporting individual learning goals. Staff report that they have high expectations of their students to do well and that they support positive behaviour, monitor progress and provide feedback to students.

Parent and carer feedback indicated that they would like to be more informed with regard to academic progress, social and emotional development and opportunities concerning their child's future. Parents reported that they are invested in their children's learning, have high expectations for their children to succeed and encourage their children to do well at school. Whilst some parents reported feeling isolated from the school during 2021, primarily as a result of the COVID restrictions in place to protect the health of students, staff and the community, the 'Feel Good Friday' initiative and the regular Wellbeing Check-ins were well supported by the parent community.

Based on feedback we have revised our Strategic Improvement Plan to incorporate evidence and research informed practices which will position the school to support and nurture a positive culture of teaching, learning and leading and further enrich our connections with our school community.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.