

2022 Annual Report

Albion Park High School



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Introduction

The Annual Report for 2022 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

Whilst it provided an array of challenges, including the COVID legacy, the emphasis on a smooth-running school with a clear focus on teaching and learning characterised the work of students and staff in 2022. The characteristics of resilience, grit, effort, care, compassion and commitment were traits which could be seen across our entire school community.

A deep and meaningful consultation took place as we worked to refocus our Strategic Improvement Plan (SIP). Much deep thought and effort went into ensuring that the revisions encompassed the needs and aspirations of our community. I am very pleased with end result - the impact of the work will be an important legacy for the staff of 2022 for years to come.

We also saw an array of asset improvements to the school be completed. For a school with such a large footprint there has historically been a lack of shade area for students and this was rectified with the completion of the school's Covered Outdoor Learning Area (COLA) across the main quad. The addition of basketball hoops has enabled casual play for students and the structure itself has also provided our teachers with a space for a variety of other teaching and learning opportunities to enrich the lives of our students. Inside our classrooms, teaching and learning has also benefitted from the completion of the 'Cooler Classrooms' program.

Staffing the school was an important focus for 2022. A long-standing aspect of the culture of our school is to build the capacity of staff and as a result of the success of our mentoring, as well as some retirements, we saw a number of staff move to new schools as well as having new staff to our school. The addition of a third Deputy Principal, Inclusion and Support, also reflects the beautiful and rich diversity we have in our school and the genuinely comprehensive nature of our school community.

The importance of community links remains critically important. We continue to see these relationships fostered through our Careers program as well as our connections to business through our Vocational Education Training (VET) program. The benefits of these transition points for students is highlighted as they emerge from our school work ready.

Our Community of Schools continue to work together to provide rich transition points for our students. As a part of our High Potential and Gifted Education initiatives, the Park Performers and Above, Beyond and Committed (ABC) programs stand out in our Year 6 to 7 transition platform. Post-COVID we have been very intentional about nurturing the links between our partner primary schools including structured opportunities for transition days in Term 4, as well as additional transition days to support students with specific learning needs.

We saw, too, the development of an important relationship with Southern Youth Family Services (SYFS). The emphasis of this partnership has been to provide an authentic avenue for our Aboriginal students in Year 7 to connect to culture. In a very short time we have seen an increase in attendance for those students involved in the partnership and with this early and encouraging impact we will continue to nurture this partnership into 2023 and beyond.

Care is such an important aspect of the leadership and management of our school. The strength of our systems and

practices, our resulting student outcomes, and the commitment of our staff reflects this core element of our school culture. We continue to see growth in student numbers and the confidence of our school in the community. I commend this Annual Report to you.

Neal Reed

Principal

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, comprehensive high school with a rapidly growing student population. The current enrolment is 1060 students and includes 80 Aboriginal students and 12 support classes. We have a strong focus on creating a safe, happy and caring environment where every student is known, valued and cared for.

The school's current ICSEA is 952 and the school's FOEI is 112. The staff at Albion Park High School are committed to providing innovative and successful programs focussing on authentic, evidence informed initiatives and teaching pedagogies.

Our school has an active and supportive 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. Following a comprehensive External Validation and Situational Analysis, targeted areas for further improvement include student growth and attainment, wellbeing, community partnerships and staff growth and excellence. All staff play an active role in diverse Strategic Improvement Teams to promote school improvement. We have a strong learning and wellbeing culture, driven by Positive Behaviour for Learning frameworks, a future focussed learning philosophy and high-quality Project Based Learning initiatives.

We continue our emphasis on the development of students who are active, critical, and creative thinkers. The school is committed to continually improving effective classroom practices with staff professional learning being the key to this growth. 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 high quality individualised and differentiated teaching and 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy with explicit, evidence-based, and data-informed teaching, responsive to the learning needs of all students.

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.

- Highly Effective Teaching Practice: Literacy and Numeracy
- Highly Effective Teaching Practice: High Expectations and Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$303,928.64

Professional learning: \$32,250.25

Per capita: \$83,834.00

Integration funding support: \$227,999.00

English language proficiency: \$30,413.95

Socio-economic background: \$254,382.62

Summary of progress

The focus for 2022 was on Highly Effective Teaching Practices, through teachers identifying, understanding and implementing the most effective explicit teaching methods of literacy and numeracy, utilising evidence-based teaching strategies. Additionally, the school focused on high expectations and personalised learning, through developing a school culture strongly focused on building educational aspirations for students and staff. There was a high level of ongoing performance improvement to promote student growth and achievement in all areas of learning.

This involved the explicit teaching of literacy and numeracy, to students at all levels of achievement, in all subject areas. This, coupled with effective classroom practice, was enhanced through a focus on explicit teaching, programming, formative assessment, questioning and use of data. This has ensured students are able to see success and improved progress and achievement. Teachers were consistent in their collection of formative data, collaborative goal setting and sharing of teacher practice, to ensure evidence-based teacher judgement.

The effective implementation of personalised learning and high expectations involved teaching and learning programs, displaying evidence of individual student adjustments and student involvement in planning their improved learning, to achieve at higher levels. Teachers have engaged in professional learning regarding implementation of the High Potential and Gifted (HPGE) policy and identifying these students to cater for their learning needs.

As a result teachers now have a better understanding of student individual learning needs and are able to utilise data to enhance personalised learning practices. Teachers utilised literacy and numeracy data, as well as individual student plans to further develop their ability to differentiate for student needs. Coaching and mentoring of staff through these processes supported the enhancement of highly effective teaching practices. Student learning outcomes were monitored using NAPLAN, internal assessments (formative and summative), Check-in Assessment data, VALID8, Minimum Standards and HSC results.

Next year the focus will be to continue to support Highly Effective Teaching Practices, through further enhancement of data analysis in literacy in numeracy, with a particular focus on writing in secondary and disciplinary literacy across faculties. With the implementation of new curriculums for some curriculum areas, we will continue to embed differentiation for all learners needs across programs, including catering for High Potential and Gifted students and those with additional learning needs. The school will build on the already strong teams to further enhance consistent classroom practices that promote a level of high expectation, personalised learning and student growth and achievement.

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 toward the lower bound system negotiated target of 66.50%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 71.0%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to be at or above the lower bound system negotiated target of 16.9%.	2022 NAPLAN data indicates 5.98% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in explicit teaching in literacy and formative assessment.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 21.4%.	2022 NAPLAN data indicates 5.06% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the development of whole school literacy and numeracy strategies and a greater emphasis on personalised student learning.

Strategic Direction 2: Wellbeing, Belonging and Culture

Purpose

To ensure the educational development of each student with an effective whole school approach to collective wellbeing through evidenced based strategies that are strengths based, preventative and protective.

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.

- Engaging, Culturally Inclusive Relationships and Environments
- Whole School Wellbeing Systems and Processes

Resources allocated to this strategic direction

Aboriginal background: \$73,254.42

Professional learning: \$32,250.25

Per capita: \$83,834.00

Socio-economic background: \$217,973.42

Summary of progress

The focus for 2022 was on developing engaging, culturally inclusive relationships and environments as well as whole school wellbeing systems and processes. This involved developing deep and rich activities across a range of critical areas including Aboriginal Education, Student Attendance, Student Wellbeing, Positive Behaviour for Learning and the science of Neurosequential Model of Education (NME).

The strength of each team was evident in the work they undertook across the school. The Aboriginal Education team worked earnestly to increase the visibility of cultural connections within and throughout the school. The Attendance team, too, worked collaboratively with students, staff and parents to investigate the obstacles to student attendance as well as developing strategies to further develop and improve our culture of learning and engagement. The Student Wellbeing and Positive Behaviour for Learning teams collaborated to refine systems of student support and care and our Neurosequential Model of Education (NME) team led professional learning, commencing with a year-long guided book study of Bruce Perry's 'The Boy Who Was Raised As A Dog' with the school executive.

As a result, the school has seen growth in and refinement of systems and practices to enrich the school culture through the coaching and mentoring of staff. Outcomes were monitored using attendance data, student and staff interviews, analysis of current systems and school management guidelines, questionnaire results, and evaluation of the effectiveness of management processes including the allocation of human and financial resources.

Next year the focus will be on actively developing, refining and embedding practices more deeply to develop engaging, culturally inclusive relationships and environments as well as whole school wellbeing systems and processes. This will be achieved through continued data analysis, with a particular focus on attendance as well as student data harvested from Sentral. With the professional learning pertaining to NME, the school will continue to embed strategies at the faculty level which will assist teachers to support student regulation and positive learning environments. The school will build on developing whole school wellbeing systems and processes, aligning them with the Inclusive, Engaging and Respectful Schools policies and procedures, and continue the focus on improving cultural engagement with Aboriginal students and families.

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 proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to the lower bound system negotiated target of 61.0%.	Tell Them From Me data shows 50.48% % of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.

<p>Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 65.3%.</p>	<p>The number of students attending greater than 90% or more of the time is 27.07% indicating progress yet to be seen toward the lower bound target.</p>
<p>Self-assessment against the School Excellence Framework in the element 'Wellbeing' indicates improvement from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element 'Wellbeing' indicates improvement from Delivering to Sustaining and Growing.</p>
<p>Tell Them from Me (TTFM) data indicates an increased score in Aboriginal students reporting that 'teachers understand Aboriginal culture'.</p>	<p>Tell Them from Me (TTFM) data indicates an increased score in Aboriginal students reporting that 'teachers understand Aboriginal culture' from 50% (2021) to 57% (2022).</p>

Strategic Direction 3: Staff Growth and Excellence

Purpose

To embed explicit systems for collaboration and professional learning, developing effective leadership attributes to sustain quality teaching practice and facilitate whole school improvement.

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.

- Collaborative Culture of Effective Teaching Practices
- Leadership Development and Mentoring

Resources allocated to this strategic direction

Professional learning: \$32,250.25

Per capita: \$83,834.19

Socio-economic background: \$54,220.57

Summary of progress

The focus for 2022 was on engaging with evidence-based pedagogies and instructional leadership through a deep analysis of two frameworks of teaching and learning to inform the development of a signature pedagogy for Albion Park High School. Additionally, the school focussed on the HSC strategy, supporting teachers in improving student achievement collectively and increasing the number of students who achieve in top bands in the HSC. There was a high level of engagement within and across faculties with evidence based instructional leadership practices. This ensured literacy and numeracy knowledge and skills were embedded in curriculum and assessment, high quality teaching practices were enhanced, and support for the development of a nurturing, collaborative professional environment to facilitate staff professional growth and student learning outcomes.

This involved teams auditing the teaching and learning practices at Albion Park High School to inform the identification of a signature pedagogy. The 4Cs framework was canvassed and another alternative model, Visible Thinking, was also investigated by the team. In support of the HSC focus and instructional leadership across the school, staff were engaged in professional learning which targeted both evidence based teaching strategies as well as the design of authentic formative and summative assessment tasks, the analysis of HSC data, and the mapping of student achievement.

As a result teachers now have a deeper understanding of high impact strategies which impact positively on teaching and learning and student outcomes. The investigation of a signature pedagogy has identified a deep consensus to implement a framework which inherently builds the capacity of staff to enrich teaching and learning practices as well as providing opportunities for staff to lead in a mentorship capacity. Outcomes, for teachers and students, were monitored through HSC data and trend analysis, HSC completion, NAPLAN trend data and staff Performance and Development Plans (PDPs).

Next year the focus will be to identify and commit to the implementation of a signature pedagogy and lead the commencement of a professional learning schedule for all staff. Particular attention will be placed on embedding HSC professional learning across KLAs, utilising the expertise of staff to then lead professional learning in their curriculum area. This will further build on the current strong team culture, continuing to enhance consistent classroom practices, promote high impact teaching and learning methods, and support the strong engagement of students and staff through effective instructional leadership.

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 HSC course results in the top 3 bands to the lower bound system negotiated target of 57.2%.	The percentage of HSC course results in the top 2 bands is 50.75% and indicates progress yet to be seen toward the lower-bound system negotiated target.

Self-assessment against the School Excellence Framework in the element 'Learning Culture' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Learning Culture' indicates improvement from Delivering to Sustaining and Growing.
Self-assessment against the School Excellence Framework in the theme 'Community Engagement' indicates improvement toward Sustaining and Growing.	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>\$227,999.00</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"> • Highly Effective Teaching Practice: High Expectations and Personalised Learning <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Targeted funding was used effectively to support eligible students who require moderate to high levels of learning adjustments. Students with disability and additional learning and support needs were supported by School Learning Support Officers (SLSOs) who provided targeted intervention. Eligible students demonstrated progress towards their personalised learning goals with intensive learning and behaviour support for funded students. The school ensured integration funding was adjusted throughout the year in response to student PLSP reviews.</p> <p>After evaluation, the next steps to support our students will be: To continue the employment of specialised SLSO support for funded students to assist them to access the curriculum. Identified students will continue to have a Personalised Learning and Support Plan (PLaSP) developed in consultation with their parent/carer and these will be regularly updated and responsive to student learning needs. Professional learning for SLSOs, mentoring and supervision will strengthen their knowledge and skills applicable to the students they are supporting.</p>
<p>Socio-economic background</p> <p>\$526,576.61</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"> • Highly Effective Teaching Practice: High Expectations and Personalised Learning • Whole School Wellbeing Systems and Processes • Leadership Development and Mentoring <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 program implementation. • literacy and numeracy programs • employment of additional staff to support wellbeing program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Professional learning for teachers was embedded in curriculum and assessment with high quality teaching practices enhanced and a supportive and collaborative professional environment evident in the school. A focus on the HSC strategy supported teachers in improving student achievement collectively and increasing the number of students who achieved in the top</p>

<p>Socio-economic background</p> <p>\$526,576.61</p>	<p>bands in the HSC. Teaching and non-teaching staff collaborated to refine systems of student support and care with the Neurosequential Model Of Education (NME) supporting student regulation and positive learning environments. Additional Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) allocation supported student literacy and numeracy learning. The school facilitated additional resources for students to access the curriculum including the provision of technology to ensure equal access to online resources. Consistent student attendance procedures were in place to support teacher and parent responsibilities and improve overall student attendance.</p> <p>After evaluation, the next steps to support our students will be: To continue the strong focus on improving student attendance with teachers, parents and the community working together to support consistent and systematic processes to improve regular attendance rates for all students, including those at risk. The school will build on developing wellbeing systems and processes, aligned to the Inclusive Engaging and Respectful Schools policy and procedures. The provision of technology will continue to be equitably distributed to faculty areas across the school. Instructional leadership will focus on embedding HSC professional learning across curriculum areas utilising the expertise of staff and high impact teaching and learning methods.</p>
<p>Aboriginal background</p> <p>\$73,254.42</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"> • Whole School Wellbeing Systems and Processes <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 • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: School Learning Support Officers (SLSOs) worked in classrooms with Aboriginal students providing ongoing support for their individual learning needs. Aboriginal student achievement was closely monitored through classroom assessments and observations and Aboriginal perspectives were embedded in teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to facilitate programs which support Aboriginal student connection, engagement and achievement with students and staff to engage in cultural immersion initiatives. The school will ensure differentiated and personalised literacy and numeracy support for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$30,413.95</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"> • Highly Effective Teaching Practice: High Expectations and Personalised Learning

<p>English language proficiency</p> <p>\$30,413.95</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • provision of additional EAL/D support in the classroom • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to support the delivery of targeted initiatives and the provision of additional EAL/D support in the classroom and as part of differentiation initiatives. Teachers were supported to build their capacity to design teaching and learning that reflects the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To implement a collaborative model across the whole school where EAL/D teachers and all teachers across curriculum areas work together to develop resources, activities and strategies to improve student learning outcomes for all EAL/D students. The school will support staff with EAL/D professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$303,928.64</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"> • Highly Effective Teaching Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students to support literacy and numeracy • targeted students are provided with intervention programs to increase learning outcomes • employment of LaST teacher • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Individual and small group support to students through the provision of School Learning Support Officer (SLSO) and Learning and Support Teacher (LaST) staffing positions. The school facilitated a more consistent approach to student learning support and interventions, with sharing of information between external specialists and agencies to support student social, emotional, wellbeing and academic needs.</p> <p>After evaluation, the next steps to support our students will be: To continue the focus on evaluating the teaching and learning practices at Albion Park High School to inform the identification of a signature pedagogy and the application of evidence based teaching strategies. This will include designing authentic formative and summative assessment tasks with visible learning evident across faculties. The school will also further expand the impact of the learning support team, providing additional support for identified students through the employment of SLSOs and targeted intervention teachers.</p>
<p>Professional learning</p> <p>\$96,750.75</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 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</p>

<p>Professional learning</p> <p>\$96,750.75</p>	<p>including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practice: Literacy and Numeracy • Whole School Wellbeing Systems and Processes • Collaborative Culture of Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • personalised and targeted professional learning • mentoring and embedding explicit literacy initiatives <p>The allocation of this funding has resulted in the following impact: All staff successfully achieved their Performance and Development Plan (PDP) goals with teaching and non-teaching staff attending high quality professional learning linked to the PDPs and to the school's strategic directions. Teachers engaged in professional learning on the implementation of the High Potential and Gifted (HPGE) policy, including identifying individual learning needs.</p> <p>After evaluation, the next steps to support our students will be: To continue facilitating executive staff to mentor and support staff they supervise as well as providing all staff the opportunity to undertake quality professional learning linked to the school's strategic directions and targets to improve student learning outcomes. The school will support effective teaching practices, through further professional learning in data analysis in literacy and numeracy, with a focus on writing in secondary and disciplinary literacy across faculties.</p>
<p>COVID ILSP</p> <p>\$243,374.00</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 2022.</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/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • releasing staff to analyse school and student data for small group tuition groups <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals with an observed growth in student's confidence and engagement in their learning. The school released staff to analyse school and student data to identify students and monitor the progress of small group tuition groups and provided targeted, explicit instruction for student groups in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement small group tuition in literacy and numeracy using data to identify specific students and their individual needs. The school learning and support team will regularly monitor students who participated in the COVID ILSP program as they transition back into classrooms. Providing in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	397	433	448	506
Girls	426	473	471	477

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.2	93.9	86.7	84.0
8	88.5	91.2	84.9	78.3
9	86.0	91.8	84.1	78.4
10	85.3	90.4	82.6	77.2
11	84.8	93.4	77.5	76.9
12	89.5	92.8	87.8	79.8
All Years	87.5	92.2	84.0	79.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	10	15	6
Employment	5	20	36
TAFE entry	10	5	16
University Entry	40	30	33
Other	20	25	9
Unknown	15	0	0

Year 12 students undertaking vocational or trade training

55.00% of Year 12 students at Albion Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Albion Park High School expected to complete Year 12 in 2022 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)	62
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	24.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	943,088
Revenue	15,545,698
Appropriation	14,736,903
Sale of Goods and Services	72,168
Grants and contributions	729,034
Investment income	6,912
Other revenue	680
Expenses	-15,374,951
Employee related	-13,792,779
Operating expenses	-1,582,172
Surplus / deficit for the year	170,746
Closing Balance	1,113,834

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.

	2022 SBAR Adjustments (\$)
Targeted Total	224,278
Equity Total	934,174
Equity - Aboriginal	73,254
Equity - Socio-economic	526,577
Equity - Language	30,414
Equity - Disability	303,929
Base Total	12,074,646
Base - Per Capita	251,502
Base - Location	0
Base - Other	11,823,144
Other Total	947,712
Grand Total	14,180,810

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

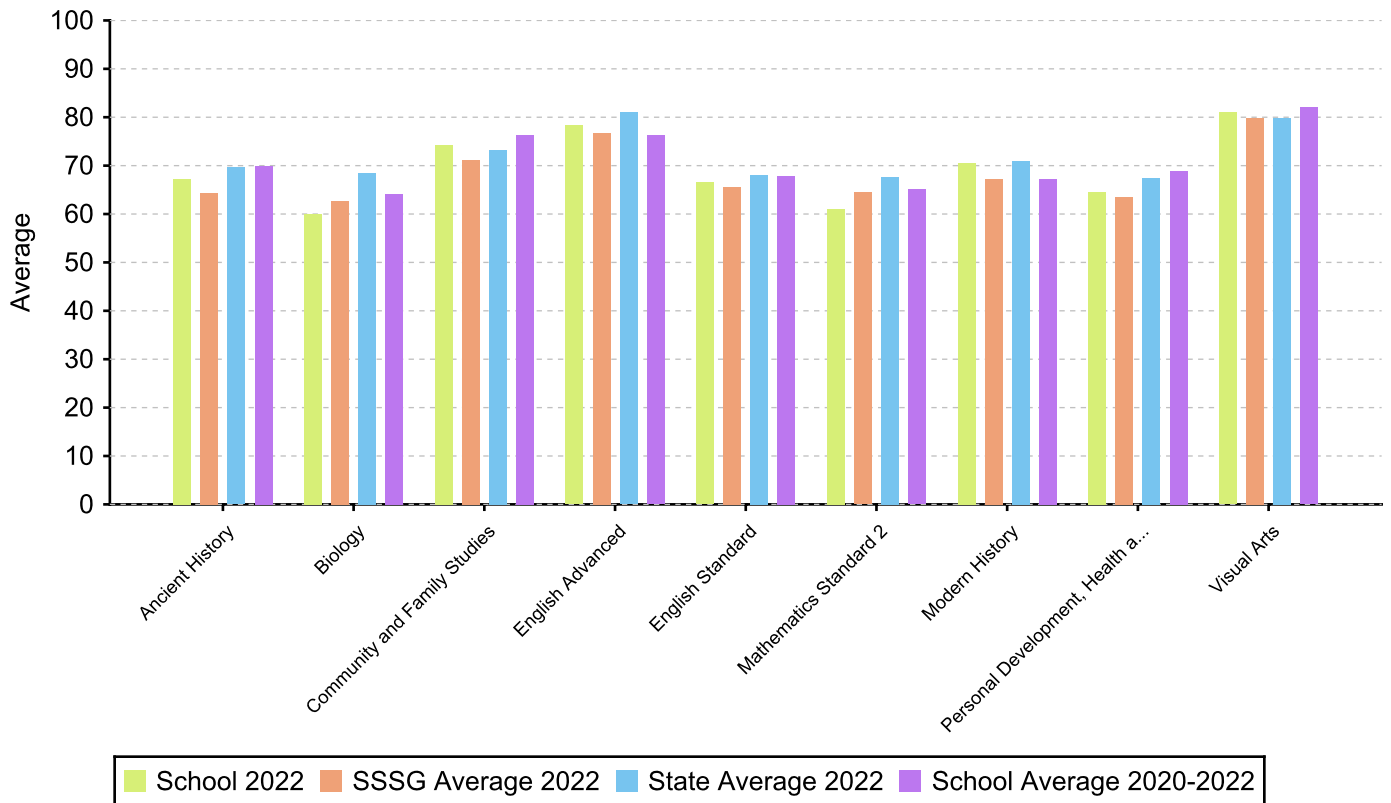
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	67.2	64.3	69.6	70.0
Biology	60.0	62.7	68.5	64.1
Community and Family Studies	74.3	71.1	73.2	76.4
English Advanced	78.3	76.7	81.0	76.2
English Standard	66.5	65.5	68.1	67.9
Mathematics Standard 2	61.1	64.4	67.6	65.1
Modern History	70.5	67.3	70.9	67.3
Personal Development, Health and Physical Education	64.6	63.5	67.5	69.0
Visual Arts	81.0	79.9	79.8	82.0

Parent/caregiver, student, teacher satisfaction

Each year the school surveys the school community to identify satisfaction across a range of areas. As a school community we strive for improvement in all areas of school culture and recognise that the input from parents and caregivers, students and teachers shapes our future targets.

Teacher survey

Tell Them From Me Teacher Survey - Teachers at Albion Park High School (APHS) indicated strongly that data informs practice, there is an inclusive school culture, that technology is embedded into practice and challenging and visible goals were present to support student engagement and learning.

Student survey

Tell Them From Me Student Survey - Students at Albion Park High School indicated strongly that they have positive relationships at school, that they receive quality instruction, have positive student-teacher relations, there is a positive learning climate and that there are expectations for success. In addition, of the survey respondents who identify as Aboriginal, 57% of these students 'felt good about their culture when at school' and 26% identified that they 'didn't agree or disagree with the statement that they felt good about their culture when at school'. A future direction will be to improve the cultural competencies of staff as well as the visibility of Aboriginal culture within and across the school environment.

Parent and carer survey

The parent and carer questionnaire is a school developed resource, recognising that the Tell Them From Me Parent Survey is not completed by parents in numbers which provide any validity of results. Highlights from the Albion Park High School Parent/Carer Satisfaction Questionnaire (2022) include:

- In response to the question 'At APHS we offer opportunities for your child to be nurtured and challenged to take the next step in their learning', 83% of respondents agreed or strongly agreed with this statement.
- In response to the question 'At APHS we offer programs that meet individual needs e.g. ESL or support for additional learning needs', 85% of respondents agreed or strongly agreed with this statement.
- In response to the question 'At APHS we offer opportunities for success in sport', 88% of respondents agreed or strongly agreed with this statement.
- In response to the question 'At APHS we offer opportunities for students with high potential or gifted abilities and interests e.g. academic, music, sport', 90% of respondents agreed or strongly agreed with this statement.
- In response to the question 'At APHS wellbeing matters are handled with sensitivity and care', 87% of respondents agreed or strongly agreed with this statement.
- In response to the question 'APHS provides a learning environment where my child achieves to their learning potential', 60% of respondents agreed or strongly agreed with this statement which is an area for further growth and targeting of strategies for 2023.
- Interestingly, in response to the question 'At APHS we offer attractive and well-resourced facilities e.g. science labs, performing areas', 88% of respondents agreed or strongly agreed with this statement, which in conjunction with the question about the learning environment, suggests that the discipline of teaching and learning within the classroom requires further investigation. This aligns with 62% of respondents agreeing or strongly agreeing with the statement 'At APHS we offer an orderly and disciplined learning environment'.

Areas for improvement as identified through the questionnaire include:

- In response to the question 'At APHS we offer a learning culture where your child's qualities are known and appreciated by staff', 68% of respondents agreed or strongly agreed with this statement.
- In response to the question 'APHS has a positive image in the community and local media', 68% of respondents agreed or strongly agreed with this statement.

Deeper analysis of the survey responses indicates a general need for stronger community engagement and communication, stronger teaching and learning practices which nurture a focussed learning environment as well as a continuation and enhancement of the positive practices which are recognised by our community including transition, high expectations and cultural enrichment.

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.