Alexandria Park Community School

Annual School Report

2012
Our school at a glance

Students
Our students come from a diverse range of cultural and language backgrounds. Students’ bring a multitude of personal and educative experiences into the school environment. Together they create a harmonious school environment through their positive interactions with staff and each other. There is a genuine desire to make the most of the opportunities made available to them. This report will touch on some of the many inspiring achievements in academic, creative and performing arts, sport and citizenship.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. 100% of staff at Alexandria Park Community School (APCS) have either a Degree or Diploma. A number of staff have additional degrees or diplomas in areas highly relevant to the school such as leadership management, business, gifted and talented education, technology and VET delivery.

Significant programs and initiatives
- Bridging the Gap between the Digital and Social Divide project (every student Kindergarten to Year 12 has access to a laptop computer for learning)
- Positive Behaviour for Learning program implemented in 2011 (PBL)
- Student Engagement and Retention program (SEARS)
- Kindergarten Transition
- Gifted and Talented initiatives
- Alexandria Park Community Centre
- Australian Indigenous Mentoring Experience (AIME) in partnership with Sydney University
- National Aboriginal Sporting Chance Academy (NASCA) providing opportunity for students and the community to excel in sport and a pathway to greater success in education, employment and career development.
- Increased Vocational Education opportunities through school based traineeships
- Partnership with Boston Consulting Group working together to provide opportunities for students including mentoring, social skills, careers days and possible career opportunities
- Alexandria Community garden onsite

Messages

Principal’s message
Alexandria Park Community School (APCS) is a dual campus, partially selective, co-educational Kindergarten to Year 12 School. The school has a junior, middle school and senior structure with Opportunity Classes in Year 5 and Year 6 as well as a Selective Stream in Year 7 to Year 12 for academically gifted and talented students. There is a Community Centre operating within the school delivering and co-ordinating a variety of Pre-School and Parent/Family programs for families with children aged 0 to 5 years including supported playgroups with strong partnerships with the local community, business groups and community organisations.

APCS continues to make positive progress in achieving and surpassing school and state targets in a caring learning environment. In 2012, the school received funding through the Priority Schools Program, National Partnership and the Schools in Partnership Initiatives. The annual school report represents the final stage in a process of continual self-evaluation to improve our capacity to deliver the highest educational outcomes in partnership with our school community.

APCS is a school committed to achieving excellence across all learning endeavours to cater for the diverse range of students in the school community. We were able to further expand innovative and supportive programs to improve results for students in areas including literacy, numeracy, attendance and retention.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robert Bruce – Relieving Principal
P & C and/or School Council message

The P&C had a whole new executive team in 2012. Our office bearers for 2012 were: Leanne Seddon, Helen Dean, Charlene Flood, Venesa Mourad and Andrew Thalis - your continued support and interest are invaluable.

Our meetings are usually held the last Wednesday of each month at 6.30pm in the Junior Campus staff room and provide an opportunity for parents and teachers to share information and to support student educational programs.

Parent attendance in meetings has continued to steadily grow and we now have over 30 members. We have a strong presence at school events, networking with parents and ran fundraising BBQs for the Heffron Bi-election and Council election.

The Committee would like to thank all students, parents, teachers and local community for their endless voluntary efforts during the year.

As a parent group we are proud of our students and teachers achievements and the continual support of the local community is greatly appreciated. We will help continue to maintain the high qualities of our unique and diverse school.

Parents and local community are encouraged to attend our meetings as they are very informative and inclusive. Just come along and have your say and simply find out what is happening in and around your school.

We look forward to another positive and productive year in 2013.

Leanne Seddon – P&C President

Student representative’s message

2012 has been an extremely busy year for the Student Representative Council (SRC), with a focus on leadership and school community. The 2012 SRC is currently being led by Chairperson Ian Mui and supported by our School Captains Lola Imawan and Hassan Mourad.

Term 1 involved the SRC fundraising at the APCS swimming carnival which helped to raise funds for the creation of a garden area on the senior campus. Several of the SRC students from years 10, 11 and 12 took part in a leadership forum run by World Vision, which taught them effective ways to run a 40 Hour Famine campaign throughout the school community. This year the goal was to raise $1000 for World Vision, which the students achieved under the leadership of Mahiar Moujoub.

Term 3 saw a number of leadership opportunities for our SRC students with many taking part in the Living Leadership seminar, which supported the implementation of student initiatives as the Year 12 Road, Traffic and Safety seminar and a student-led remodelling of our student council. Our year 12 students also ran Science Week during this term, which culminated in a science day of senior students mentoring junior students through scientific experiments. One year 11 student, Ian Mui, was successfully chosen to take part in the ‘Director General for a Day’ Scheme which allowed him the unique opportunity to experience “a day in the life” of our School Education Director, Mr Paul Parks.

The SRC has continued to support charity organisations throughout the year by taking part in a number of annual charity fundraising activities including Bandana Day for the Cancer Council and Jeans for Genes Day for the Children’s Hospital.

Amy Miller – SRC Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Alexandria Park Community School (APCS) is a K-12 school averaging 381 students over the
school year, including 16% Aboriginal and Torres Strait Islander students and 65% Non-English Speaking Background students. 45% of the students in the school are enrolled in the Opportunity Classes and Selective Stream. It is expected that there will be an increase in overall enrolments during 2013.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>154</td>
<td>151</td>
<td>155</td>
<td>197</td>
<td>197</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>165</td>
<td>144</td>
<td>164</td>
<td>165</td>
<td>159</td>
<td>178</td>
</tr>
</tbody>
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Student attendance profile

School attendance has increased by 3.4% in years K-6 and increased by 5.4% in years 7-12.

School plan targets for 2012 were exceeded in years K-12. Year Advisors worked with staff, students, parents and regional personnel to monitor and implement attendance improvement programs. Schools in Partnership funding was utilised to provide transport for younger students and subsidise reward programs. These strategies were most effective across the whole school and the positive rewards program will continue to be a focus in 2013.

Kindergarten to Year 6 Attendance Rates

![Kindergarten to Year 6 Attendance Rates](image1)

Year 7 to 12 Attendance Rates

![Year 7 to 12 Attendance Rates](image2)

Management of non-attendance

The procedures for poor attendees are as follows:

- The roll teacher is responsible for reporting to Year Advisors any students of concern
- An SMS is sent home daily if students are absent
- The Year Advisor monitors absences, looks for patterns and concerns. If a student’s attendance record is causing concern and is unsatisfactory, the Year Advisor interviews the student to discuss the reasons for their absences from school and places the student on an attendance contract
- Parents/Guardians are contacted and may be asked to come into school for an interview
- Head Teacher Welfare communicates with Year Advisors regarding attendance concerns that cannot be resolved at Year Advisor’s level
- A meeting is arranged by Head Teacher Welfare with the parent/guardian in order to discuss the poor attendance of the student. The interview addresses attendance issues and the development of a program for improvement
- If the poor attendance continues, then a referral is made to the Home School Liaison Officer
- Students’ with good attendance are invited to the ‘excellent attenders’ lunch at the end of each term and receive an end of term certificate acknowledging 100% attendance
- Students with significant improved attendance are invited to the “excellent attenders” lunch at the end of each term where they receive an end of term certificate acknowledging improved attendance

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March 2012.

Each year class groups and sizes are organised according to school needs and population. Composite or mixed grade classes are based on social as well as learning needs.

Structure of classes

Class sizes are below state average numbers allowing more individualized attention for students with the smaller teacher to student’s ratio.
Retention to Year 12
The student retention rate between the 2010 School Certificate and the 2012 Higher School Certificate is 67.9% representing an increase of 26.7% compared to the preceding year. This figure, however, does not reflect the number of students who entered apprenticeships or traineeships between these years.

Post-school destinations
100% of selective students enrolled at University in a range of degrees such as:
- Commerce
- Business
- Pharmacy
- Science / Nursing
- Engineering
- Physiotherapy

Our Aboriginal student who was undertaking a School Based Traineeship is enrolled in TAFE and studying Travel and Tourism.

Other students in Year 12 also gained employment within the Retail industry.

Year 12 students undertaking vocational or trade training
During 2012:
- 26% of the students completed Vocational Education Training
- 11% of the students undertook School Based Part time Traineeships

Year 12 students attaining HSC or equivalent vocational educational qualification
During 2012:
- 100% of year 12 students attained a HSC

Staff information
The total staff was 57, including teachers, Aboriginal Education Officers, administration staff tutors, classroom support staff, learning support teachers and general assistant. Additional staff (above establishment) hired throughout the year using funding through the Priority School Program, National Partnership and Schools in Partnership Initiatives to support program initiatives including Community Liaison Officers (Vietnamese and Indonesian), academic mentors (Aboriginal) and Learning Support Teachers.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>49.3</td>
</tr>
</tbody>
</table>

Two teachers and four support staff are of Indigenous background.
Staff retention

The school staff retention from 2011 to 2012 was 95%. Ms Bronwyn Fogg, a TAS teacher was appointed to another public school. Minimal changes in casual and temporary staff occurred due to different subject requirements or staff receiving alternative offer of employment.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

Income

- Balance brought forward 328,232.39
- Global funds 333,692.51
- Tied funds 523,352.99
- School & community sources 171,701.15
- Interest 18,002.23
- Trust receipts 22,924.25
- Canteen 0.00

Total income 1,397,905.52

Expenditure

Teaching & learning
- Key learning areas 45,849.34
- Excursions 64,768.80
- Extracurricular dissections 70,538.02
- Library 9,373.77
- Training & development 13,079.78
- Tied funds 414,475.42
- Casual relief teachers 71,122.01
- Administration & office 114,616.17
- School-operated canteen 0.00
- Utilities 136,067.09
- Maintenance 42,149.10
- Trust accounts 23,470.38
- Capital programs 0.00

Total expenditure 1,005,509.88

Balance carried forward 392,395.64

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Music

2012 has been another busy year for our students in Music.

In a new initiative this year, Stage 3 students performed in a musical at the end of term two.

On June 21st 2012, Stage Three students performed exceptionally in our inaugural musical Safari. Our students were “busting moves, singing to the rafters and wowing” audience members with their performing arts talent. Our Safari musical was an excellent display of teamwork and collaboration between staff and students that showcased the capabilities of students at our school in the performing arts area. ‘Safari’ had an environmental theme with various groups of animals presenting the problems they faced as a result of pollution and climate change through song and movement. The musical provided a strong bonding experience for the Stage 3 students and also gave them valuable opportunities to explore and develop a range of skills in the performing and creative arts. The experience also encouraged personal development in areas such as team work and self-discipline. It was exciting to see the students grow in confidence throughout the production period and perform so well in the evening performances.

Students have been involved in a number of other performances during the year as well, such as the NAIDOC assembly. Kindergarten and Year 1
students also represented the school at the annual Lane Cove Reconciliation Week event and Year 6H sang at Alexandria Town Hall on Harmony Day.

All students K-6 participated in a variety of roles in the ‘Music Count Us In’ event in Term 4. Led by the Middle School band and vocal soloists, students sang and played recorders, drums, keyboards and xylophones in the annual celebration of the importance of Music education in schools.

The Middle School band played at the Redfern Community Centre’s Children’s Christmas Party this term. This event provided our students with the opportunity to showcase their musical talents.

**Sport**

**Junior School Sport Report**

2012 has been a successful and action-packed year for the Junior School. We have continued with our wide range of successful sporting programs including; PSSA Sport, tennis coaching, basketball, learn to swim programs, knockout competitions, Active After School Communities and GoGo Sports.

In term 1 and 4, students in years 3 - 6 had the opportunity to participate in the PSSA Summer competition. The students participated and embraced going to Sport each week, and successfully participated in cricket and softball competitions. Our cricket players had the opportunity to improve their skills by playing against other local teams. The three softball teams, under the leadership of Mrs Joy Smith, enjoyed much success and dominated the top of the ladder for most of the 2012 sporting season. All students are to be congratulated on their fantastic participation at PSSA Sport and are to be commended for their sportsmanship in representing the school in a positive manner.

For the second year in a row, students have also been able to participate in the GoGo Sports program as an alternative to PSSA Sport in the summer months. Students received instruction from motivated and specially trained coaches in a range of fitness and sporting challenges. Some examples of sessions include boxing practice, trampoline fitness and skills, balance and core strength exercises, skipping and other high intensity cardiovascular workouts. Students learnt first-hand the benefits of fitness and also got the opportunity to refine their skills in the area of games and sports.

In terms 2 and 3, students participated in the PSSA Winter competition. Alexandria Park Community School entered teams in the netball, soccer and Oz tag competitions. The students all displayed excellent skills and sportsmanship during the Winter Competition. The Alex Park Senior Netball team were the overall winners in the Netball Division 2 competition and were proudly presented with their medals at a recognition assembly. Congratulations to all students involved.

Students also had the option to participate in tennis coaching and basketball coaching as an alternative to PSSA in the winter months. Jensen’s Tennis provided professional coaching to students. It was excellent to see the students develop their confidence and greatly improve their skill level over the course of two terms. Many different teaching strategies and games were used to assist students refine their ability to serve, return shots, and hit the ball. A lot of fun was had by all and there were some fiercely contested rallies occurring between opponents! Students also had the opportunity to participate in basketball coaching which was provided by Miss Martha Austin. Students participated in fun skill building games and workshops, and applied these skills in friendly games. It was great to see the enthusiasm students showed towards the basketball sessions. It was also encouraging to see the older Stage 3 students helping and encouraging Stage 2 students during Basketball sessions.

In term 4, students K-4 participated in the fantastic Learn to swim program which was held at the National Centre of Indigenous Excellence.
(NCIE) and Victoria Park. Specially qualified Australian Swim instructors taught students valuable water safety skills. Many non-swimmers who were fearful of the water began to comfortably and confidently join in lessons and swim short distances. For those students with existing swimming skills, it was a great opportunity for them to further develop their confidence in the water and improve their water skills.

The swimming carnival was a great success this year, with students K-12 participating in the event which was held at Botany Pool. Despite gloomy weather, the students had smiles on their faces and a fun day was had by all. Many students were selected to represent the school at the Zone swimming carnival. Of particular note was Pam Kurosawa in 3/4D who placed first at Zone in her age group for freestyle and butterfly. This was an excellent achievement.

The cross country and athletics carnival were also held in the winter months and participation in the events was at an all-time high. Around 16 students from years 3-6 went to the Zone athletics carnival to proudly represent Alexandria Park Community School. David Zivkovic of 5H placed second in the junior boys’ long jump, and went on to represent the school at a regional level. Throughout 2012, many of our students also participated in Sydney East knockout competitions. Teams entered include Boys Softball and Girls Netball.

This year the Active After School Communities program has continued under the management of Miss Amanda McLeod. Students K-4 have had the opportunity to develop their fitness, participate in team sports and develop their gross-motor and locomotor skills. Programs such as these are essential to encourage students to develop healthy lifestyles and make positive personal health choices. Students always looked forward to participating in this program, and loved having the opportunity to have fun with their friends after school.

Miss Amanda McLeod and Mrs Ros Broomfield have also established a skipping skills interest group in term 4. Students in years 3-6 were invited to try out for the group and have met once a week at a lunch time to improve their skipping skills. This is yet another example of how sport programs at Alexandria Park Community School encourage students to be healthy and active members of the school community.

The star sportswoman Serika Shillingsworth of Year 7 has had a busy and successful year. Serika was a team member of the Sydney Comets Division 2. She also competed in many Basketball competitions including the pre-season tournament in Gosford, the Classics tournament in Melbourne, State Championships in Gosford, and the National Championships which was held in Adelaide. Her dedication and commitment to personal best is to be commended. Georgia Hicks of 6H also proudly represented the school when she was chosen for the South Sydney Netball team.

Well done to all the Junior and Middle School students in 2012 that showed great enthusiasm towards sport and ensured that they represented the school with pride. We look forward to another successful sporting year in 2013.

Senior School Sport Report

The 2012 school year has brought more fantastic sporting rewards to the Alexandria Park Community School Senior School and our achievements have provided an insight into the continual improvements and achievements in the sporting arena.

We had a record number of students progress to the district and regional levels in Swimming, Athletics and Cross Country; our knockout teams ran deep into the their respective draws; our Year 7/8 Grade sport program provided an excellent opportunity for consistent inter-school competition; and our integrated school sports program saw our students engaging enthusiastically with the highlight being provided by our tennis players who have made significant improvements as the year progressed.
However, it is not the achievements on the field that have provided the high point of our sporting year. It has been the way our students have conducted themselves whilst engaging with other schools and the wider community that has been most impressive. Teachers and coaches involved with our sporting teams have continually received glowing feedback from other schools and community members for our positive attitude whilst competing. This, along with determination and hard training ensures continued participation in sporting programs along with greater rewards in 2013.

Our most notable performances from a memorable year were:

Our Year 7/8 Oz tag girls’ team, under the tutelage of APCS Coach of the Year Mr Adrian Johnson, showed great guise and skill to reach the Grand Final. Unfortunately, at the final hurdle our girls went down to a highly competitive Randwick Girls team. However, considering all but one of our girls was in Year 7 then we can continue to build our sporting skills to achieve our target of a title in future years.

Mr Okell and the legendary Mr Terry Denzil (local Aboriginal community member) took our basketball program to a whole new level this year with our U/15 boys and girls making it to the regional central venue on the day of the competition. Both the boys and the girls were involved in overtime games that went down to the last seconds but were unfortunately unable to progress to the state level. All competitors learnt a lot from their experience (as well as Mr Okell – remember the stopwatch next year!) and we will no doubt be a formidable opponent in the years to come.

In the Zone athletics carnival, our small contingent was crowned overall champions of the carnival. In an equation that considers the points accumulated on the day and the number of students enrolled in the school, our consistent performance saw us overcome the might of a GPS school, a sports high school and a number of other larger schools. Particular praise must be given to Mustavi Ali who excelled in his events and made this unlikely victory possible through his fantastic sporting efforts.

**NASCA Report**

It’s been an exciting year for the National Aboriginal Sporting Chance Academy (NASCA) in 2012. The year has brought in a number of new sports and skills for the students, while continuing some fantastic programs started in 2011.

NASCA has continued to bring new sports and new skills to the attention of the students with a variety of new organisations sending representatives to the school to undertake skills sessions. The year started with Wheelchair Sports NSW teaching the students about road safety and helping them understand the difficulties of living in a wheelchair and ran a wheelchair basketball game for the students. Hockey NSW also ran 4 sessions with the students, teaching them the skills of Hockey and encouraging students to try new sports.

NASCA has also been able to continue our partnership with Sydney University. This year saw final year Physical Education students run 6 weekly sessions with students in a variety of sports.

Outside of the sporting arena, NASCA has also partnered with the Kool Purple Kooka's program to teach students about healthy living and cultural understanding. Students were taught to cook kangaroo stir fry and crocodile curry, among other dishes, to give them the knowledge about healthy cooking.

NASCA also continued ‘High Resolves’ leadership sessions with both year 8 and year 9 students. High Resolves deliver leadership sessions all around the country and we are appreciative of this partnership with our school and working with our students over the past 2 years.

NASCA has also been proud to present our first NASCA Awards at Alexandria Park Community School to reward and recognise our academy members who have demonstrated their ability in a variety of areas of school life.

We look forward to our continued partnership with APCS as well as working with our academy students to provide skill-development opportunities and mentoring throughout the year to support positive school outcomes for students.
Other

Academic

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.

Yr. 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr. 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr. 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr. 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy Targets for 2012 in the focus area of Writing for all students were met or exceeded by Years 3, 5 and 7 and the proficiency target for Year 9 was met. The target for Aboriginal students to achieve national minimum or above was met.

Our targets for 2012 were to:

- Increase the percentage of students meeting national minimum standards in writing from 90% (2009-2011) to 91% (2012)
- Increase the percentage of Aboriginal students meeting national minimum standards in writing from 64% (2009-2011) to 66% (2012)

Individual student growth data in Writing cannot be measured as 2012 was a new writing text type – persuasive writing.

In Years 3, 5 and 7 timetabled sacrosanct literacy sessions with explicit set goals clearly contributed to the increased level of overall literacy for APCS students.

Targeted support in language development for all students K – 10 included the use of high interest and culturally inclusive literature to increase student engagement. A peer reading program has been implemented in order to increase the reading and academic performance of targeted students. Such initiatives are the result of collecting data, assessing students in need and developing individualised learning programs. This will continue in 2013 with a continued focus on writing and an increased focus on reading. There will also be a strengthening of support mechanisms for Aboriginal students to increase their achievements in literacy.

Reading – NAPLAN Year 3

Year 3 results in literacy were, overall, impressive with 100% meeting national standards in Reading and Grammar and Punctuation. There was a significant increase of students in Bands 6 and 5 (the top two in Year 3) in Reading (36.9%), Spelling (52.7%) and Grammar and Punctuation (52.6%). Aboriginal students all achieved national minimum standards or above in all areas of literacy. Although 5.3% of students did not meet the national minimum standards in writing and spelling Year 3 girls scored significantly higher than the state and regional average in spelling. Girls were close to the mean in the other areas of literacy. Areas of significant growth, compared to 2011, were in Reading, Spelling, Grammar and Punctuation.
Numeracy – NAPLAN Year 3

2012 showed excellent results in Year 3 in Numeracy. There were no students who scored below National Minimum Standards in Numeracy. 42% of our students achieved the National Proficiency Standards or higher.

There was a substantial improvement of 50 scale scores from 2010-2011 with Year 3 students maintaining their position above the DEC state average by 7 scale scores in Number, Patterns & Algebra.

Reading – NAPLAN Year 5

In 2012 high standards in all areas of literacy were maintained with the school targets being more than achieved. Although a small percentage of students did not meet national minimum standards in Writing (2.4%), Spelling (5%) and Grammar and Punctuation (2.5%) outstanding results were nonetheless achieved by the majority of students; most of whom demonstrated significant growth in literacy. In Reading all students met national standards with
75% achieving the top two bands (Bands 7 and 8), far ahead of the state (35.1%) and region (42.6%). Both boys and girls were significantly above the state and regional means in all other areas of literacy. In Reading, Spelling, Grammar and Punctuation significant student growth of 72.2% was achieved.

A pleasing 75% of Aboriginal students made significant growth in all areas of literacy with 25% attaining Band 8 for all literacy areas except Writing.

The Opportunity Class (OC) significantly outperformed the state, region and NSW OC group in all aspects of literacy. Within this group 25% of Aboriginal students also outperformed their Aboriginal peers in the other state and region OC groups.

**Numeracy – NAPLAN Year 5**

In 2012 our Year 5 students maintained excellence in Numeracy with 72.5% of students in Band 8 (the highest band)

80% of students achieved at or above National Proficiency Levels

Aboriginal students in Year 5 outperformed their state average by an impressive 60 scale scores and achieved growth of more than 14 scale scores above the Aboriginal State average.

Of note was the growth of the Year 5 girls who achieved an impressive 137 scale scores more than the NSW average in Numeracy which is a
growth of 62 scale scores against the state average.

Overall these results are reflective of the teaching and learning strategies underpinned by explicit teaching methods whereby 86.1% of students met or exceeded expected growth in Numeracy from Years 3 to 5, with 100% of students experiencing positive growth.

Overall, positive growth was made by the majority of Year 7 students in all areas of literacy with significant individual growth in Spelling (71%) and Grammar and Punctuation (66.7%).

Our Aboriginal students achieved close to the state and regional means in Reading, Writing, Grammar and Punctuation and were higher in Spelling.

The selective stream students in Year 7 were consistently above the literacy means for similar students in the state and region; most significantly in Spelling and Grammar and Punctuation.
Year 7 continued the success of previous years in Numeracy with:
74% of students in Year 7 achieving at or above proficiency levels and
56% of students achieving results in the top two bands
An increase of 37 scale score from 2011 to 2012 for the Year 7 cohort which was particularly impressive against a 5 point decrease across the State.
Student growth was exceptional with 76% of students achieving greater than expected growth from Year 5 to Year 7 which is reflective on our teaching and learning strategies underpinned by explicit teaching practices in both Data & Measurement and Number, Patterns & Algebra.

Reading – NAPLAN Year 9
2012 was a year of positive growth for Year 9 in the literacy areas of Spelling and Grammar and Punctuation. There was significant improvements in Writing at proficiency level (from 32% to 36%) and significant growth in Reading at Band 8 (30.2%) level. For the whole of Year 9 student growth was above the expected state and region levels for all areas with significant growth in Reading (63%), Spelling (63%) and Grammar and Punctuation (67.6%).

Our Aboriginal students made more than expected growth in Reading (50%), Spelling (50%) and Grammar and Punctuation (66.7%) and all Aboriginal students achieved above the state and region expected growth levels.

As a response to a decline in reading achievement in Year 9 it was decided to survey all students in years 8 – 11 on the effectiveness of the DEAR (Drop Everything And Read) program. The results of this survey will be used to
implement new strategies for reading achievement in 2013. A mandated wide reading task will form part of the English assessment for all secondary students and will assist in building the foundations for study at Stage 6 in all subject areas.

Yet again our selective stream in Year 9 has outperformed their peers in other selective schools in all areas of literacy. Students were significantly above state, region and selective school means by an average of 50 score points.

Numeracy – NAPLAN Year 9

In 2012, Year 9’s excellent results reflected the significant work undertaken by students and staff in following up our 2011 performance. The key to our Year 9’s success was the consistent performance across all areas of Numeracy, leading to a growth of 68 scale points above the NSW DEC average in Numeracy.

The number of our academically selective students achieving a Band 10, which is the top band for Numeracy, was 61%. This significant outcome was supported by our peer tutoring program aimed at supporting our students to achieve the highest band in Numeracy.
Significant efforts were made in 2012 to address the needs of students who speak English as another language or English as a second language (ESL). As a result, 46.2% of ESL students achieved in the top band of numeracy compared to 44.1% in 2011 and 40% in 2010. This represents a minimum of 2% growth every year.

Our Aboriginal students demonstrated a growth of 5 scale points from 2011 results. Aiding this was the excellent growth performance of tracked Aboriginal students with 100% achieving greater than expected growth.

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The table below shows how well our students performed in the top two grades compared to the state pattern. There were 43 students in Year 10 in 2012 but the results are measured in percentages.

From these results we can ascertain that our top students are achieving at a high standard in all areas. However, the table below reflects a continued need to focus on continued work with students who are not performing to a basic standard C grade. Nonetheless, our students are, overall, achieving comparably, if not better than, their state counterparts.

**Higher School Certificate**

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). The 2012 cohort produced outstanding results in their Higher School Certificate with all students seeking a university placement being offered their first or second choice. In the ranking of schools for 2012 Alexandria Park Community School attained an amazing 66 in the state – a shift of 518 positions from 2011. A total of 42% of our candidates were on the Distinguished Achievers list and 26% achieving and ATAR of over 90. Particularly
mention must be made of Mahiar Mahjoub whose ATAR was over 99.

The school continued to offer a range of subjects for the HSC, including VET subjects such as Business Services. Some students took the opportunity to complete School Based Part Time Traineeships and TAFE delivered courses as a part of their HSC studies.

Personalized Learning Plans and a strong mentoring program supported the students and will continue in 2013.

**Significant programs and initiatives**

**Student Engagement and Retention Program (SEAR)**

In 2010, our school implemented “Student Engagement and Retention Program” (SEAR) as a response to the myriad of programs that students are involved in at school and requiring the students to be withdrawn from classes. This subsequently impinges on valuable direct instruction time and devaluing the curriculum. As a result, SEAR is a program that has been timetabled into our schedule on a Tuesday afternoon and allows the opportunity for our school to deliver “extra-curricular programs” to support student engagement. This allows our students the opportunity to participate in a wide ranging curriculum designed to increase student well-being and engagement in education.

In 2012 APCS continued to support the SEAR program as a student engagement and enrichment initiative. The variety of programs cover outcomes across all key learning areas and providing students the opportunity to study subject matter not covered in their regular curriculum. Each program runs over 10 weeks and students choose a different program each term. The range of programs that were delivered this year has been diverse and engaging for students and we will continue to build on this repertoire by increasing the number of activity options in 2013.

Some of the programs that were delivered in 2012 included:

- Sydney Story Factory
- NASCA (National Aboriginal Sporting Chance Academy)
- Arabic Calligraphy
- Healthy Living
- Dig it, Grow it, Eat it
- School Band
- Jewellery
- Arts and Crafts
- Peer Support
- Debating
- Asian Studies

This initiative has proven to be successful in improving the engagement, retention and enrichment for many of our students.

**Aboriginal education**

Throughout 2012, APCS has continued to connect with students K-12, staff and the local Aboriginal community through units of study, ongoing projects and enrichment programs. APCS maintains an extensive teacher resource library of Aboriginal educational materials and is currently preparing a catalogue to facilitate greater sharing of these resources with other local schools.

Aboriginal Education Resource Teachers are employed on both the Park Road and Mitchell Road campuses to assist teachers to incorporate Aboriginal content and perspectives across their
teaching and learning programs. This may include preparing lessons and units of work and workbooks across subject areas to maximise the quality of topic work. These materials and programs are also shared with other schools via professional networks.

Aboriginal Studies is a core subject for students in Year 7 with an elective option available from Years 9-12. A number of local Aboriginal organisations contribute to our Tuesday afternoon activity programs for junior high school students, including NCIE and NASCA who offer sporting opportunities and WEAVE Community Services that offer Sisterspeak and a range of arts and crafts options. The Settlement provides a Muralappi program that targets Aboriginal students for weekly activities such as indoor rock climbing, cycling in Centennial Park and ice skating, always followed by a healthy lunch to encourage healthy lifestyle living.

Teaching and learning programs also connect students with local Aboriginal community by engaging local Aboriginal people to share traditional knowledge heritage and new perspectives around contemporary urban culture and its organisations and enterprises. Aboriginal Studies classes are able to meet and interview local people to gain knowledge depth around their units of work, including art and artists, literature and writers, local businesses and services and cultural heritage groups.

For example, in Term 2, Year 7 and Years 2/3, attended a teaching and learning presentation by traditional artists Esme and Beryl Timbery, who shared stories of cultural continuity in La Perouse and taught the students how to produce their own shell-crafts using authentic method.

In Term 3, Years 7/8 attended a presentation by Aboriginal Housing Company CEO, Mick Mundine, who showcased the redevelopment and transformation of the Redfern “Block”. Shane Phillips from the Tribal Warrior Association also provided a presentation of the Association’s maritime skills development program and Rhys Wesser who presented the National Centre of Indigenous Excellence “Dream, Believe, Achieve” mentoring program.

APCS completed two funded murals in 2012 were designed to highlight local species. The walkway mural between the Park Road and Mitchell Road campuses was an aerosol art project in which community artist; Benedict Compton worked with junior and senior art classes.

In 2012 the school also focussed on improving Personalised Learning Plans to ensure that clear academic and social goals were set, implemented and reviewed on a regular basis, as determined through a range of formal and informal data sources, including information from caregivers. This process was supported by the Aboriginal Education consultancy.

Explicit teaching of literacy and numeracy skills, in small groups, as well as strategies to incorporate a variety of learning styles were part of the school’s practice. The school continues to strive to incorporate Aboriginal Pedagogies. Our Support Teachers (Aboriginal) have developed challenging and engaging units of work using the Quality Teaching and 8-Ways Frameworks that embed Aboriginal perspectives into Key Learning Areas.

Five staff members attended Connecting to Country in Term One. This was followed by an awareness raising professional learning workshop for the whole staff, in Term Two and a staff development day devoted to Connecting to Country in Term Four. Our NAIDOC celebrations were very successful, with a highlight being the Aboriginal Dance Group, whose dance pieces were arranged and taught to students by parents of two of the dance group members. The school took the opportunity to highlight this year’s NAIDOC theme and take further advantage of local expertise and knowledge, by inviting a local community member, who had been involved in the original Tent Embassy, to speak to students about the history and importance of Aboriginal issues.
Aboriginal perspectives is embedded across all key learning areas to ensure students’ understand and acknowledge the value of Indigenous cultures, perspectives and viewpoints. The D’harawal Calendar Mural Project embedded cultural awareness in teaching and learning programs. Community leaders involved in the project included local community artists and Aboriginal calendar science authors. In Year 7, students participated in the D’harawal Calendar Mural Project on the senior campus aimed at embedding authentic learning within the broader curriculum of Science, Visual Arts, Geography and Aboriginal Studies to immerse students in the local indigenous heritage and cultural continuity of Cadigal Eora. This occurred through the development of visual art skills and community partnerships with local mural artists. The project focused on the inclusion of Aboriginal perspectives around weather, climate, cosmology and local ecology.

The cross-KLA perspectives integrated various learning streams such as bush food gardens, literature and language units of work. The D’harawal Calendar Mural has developed over a two year period, involving over 140 students who with community artist Angela Yeend made tiles and created animal and plant scenes spanning the length of a hallway overlooking a developing native food garden. In Term 4, the mural was launched by D’harawal knowledge holder, botanist and weather scientist, Professor Frances Bodkin.

The project provided the students with the opportunity to learn about, acknowledge and respect the history and culture of Aboriginal and Torres Strait Islander peoples. Over 100 of our student population participated and contributed to the Mural project resulting in positive student learning experiences.

Multicultural education

Alexandria Park Community School has approximately 42 languages other than English spoken at home and we continue to welcome students from a diverse range of backgrounds and to celebrate the ways in which our multi ethnic community adds to the dynamics and vibrancy of our school.

Through PBL (Positive Behaviour for Learning) tolerance, respect and celebration of diversity are reinforced on a daily basis. This is embedded within classroom practice through the use of literature and studies of cultural practices. Students are encouraged to celebrate and share their unique traditions with students in their class and all members of the school community.

Cultural understanding and awareness is integrated within teaching and learning through the study of comparative case studies addressing the cultural similarities and differences of cultures.

Multicultural education is consolidated within the classroom across key learning area such as:

Stage 6 HSC Physics focus on the collaboration and conflict between scientists in different cultures. Some examples include the contributions of the peoples from China, Russia, Europe and USA.

Stage 6 HSIE undertook a comparative study on Indonesia with a focus on the economic, social and political environment

Stage 5 Music studied the links between European Medieval Music and Traditional Music from China and Indonesia. Student also undertook a comparative case study on the roots of Jazz music in Africa and Indigenous Australian Jazz.

Stage 5 HSIE undertook country studies within the Asia-Pacific region and local Aboriginal community case studies

Stage 5 - 6 Asian Studies involved students undertaking the study of Japan, China, Vietnam cultures through the exploration of their history, cuisine, ancient strategy games and modern film. Students learnt how to cook traditional regional dishes dating back several hundred years.
Student investigated recipes to gain an understanding of the migration and trade routes. Students were also involved in learning strategy games associated with the Japanese and Chinese cultures such as GO.

Stage 4 - 5 students undertook the study of “Foods around the world” as part of Programs. Cooking lessons are also based on traditional Aboriginal ingredients.

In Stage 5 Food Technology, students studied a unit of work titled “Foods in Australia” which focuses on traditional Aboriginal bush technology and cooking methods.

The employment of Vietnamese and Indonesian Community Liaison Officers ensures that the teaching of the languages and cultural traditions of these two communities is ongoing and students from these cultural backgrounds are well supported.

Transition into Kindergarten program

The Transition into Kindergarten Program has been a successful initiative with an increase of over 40% in returned enrolment forms by 1st November 2012 and returned enrolment forms in 2011.

In addition, more than half of the Kindergarten student enrolments for 2013 are children who attended the ‘transition to school’ playgroup on Friday mornings at Alexandria Park Community School.

The successful activities undertaken in 2012 included:

- A community playgroup operating on Friday mornings with the ‘Transition to School’ coordinator in the Community Centre in Terms 1 and 2.
- A transitional playgroup for 3 to 5 year olds who will be enrolling at A.P.C.S operating on Friday mornings with the Transition to School coordinator in the Community Centre in Terms 3 and 4. This playgroup has provided the expected 2013 kindergarten students with school readiness skills and provided the carers with essential information to assist in a smooth transition to school. This initiative has resulted in the improvement of community relationships with our school.
- Publication of a ‘Starting School booklet’ to assist parents and carers in school readiness information
- Development of the ‘Parent information booklet’ to provide parents and carers with relevant school information
- Creation of a ‘Story book’ specific to Alexandria Park Community School for interested carers on school readiness information
- Transition to school coordinator has worked closely by visiting and developing community partnerships with 12 local child-care centres with a focus on distributing information packages for School Orientation programs during Terms 1, 2, 3 and 4.
- Developed local links with five local preschools as part of the ‘Buddy system’ program for Year 6 students over 5 weeks in Terms 1, 2, 3 and 4.
- Professional development days provided our Kindergarten teachers and Transition to school coordinator to attend network meetings with other local schools and early child care facilities to gain information and form positive relationships.
- An Orientation program and Parent Information sessions in Terms 3 and 4 to support positive communication
- Presentation by the Transition to School Coordinator at the School Readiness Information Night held at a local preschool to provide information to parents and carers
- Attendance by the Transition to school coordinator, kindergarten teachers and Deputy Principal at a sharing information night
with parents and early child facilities at a local preschool to support community engagement.

- Development of promotional resources such as magnet, balloons, posters and flyers and distributed to the local community and early child care facilities throughout the school year to raise awareness of school initiatives and activities.

The Priority Schools Program (PSP)

The Priority Schools Program (PSP) provides funding and staffing supplementation to support improved student learning outcomes for students for Low SES backgrounds in literacy, numeracy and student engagement. PSP schools participate in a whole school survey to determine eligibility. The current PSP funding cycle ends at the end of 2012.

The three Action Areas of PSP

1. Quality teaching and learning
2. School and classroom organisation and school culture
3. Home school and community partnerships

School-based PSP projects and initiatives in 2012 included:

- PSP funding supporting the school’s literacy program through the use of additional staffing. Resourcing and additional staffing supporting timetabled sacred literacy and numeracy sessions. This allowed for small literacy and numeracy groups, the result being that students requiring the most support had maximum opportunity for individualised attention. The additional resources ensured a consistent approach to literacy and numeracy across stages, with a continued emphasis on the use of concrete materials to support learning. Teachers continued their development of rubrics around shared assessment tasks in writing and work on establishing consistency in teacher judgement, using writing samples. Action research was carried out around the teaching of ‘Numbers’.

- The implementation of literacy strategies to improve Reading Comprehension was a focus in 2012. NAPLAN data was encouraging, with 100% of students in Years 3 and 5 now meeting national minimum standards in literacy (90% across the whole school). There was also substantial growth in numeracy, with 95% of students reaching minimum standards across the school. PSP funding was used to purchase resources to support a consistent approach to Numeracy across the stages, with a continued emphasis on the use of concrete materials to support learning.

- The purchase of laptop computers ensured that every student in K-7 had access to this technology for learning as a part of the ‘Bridging the Gap between Digital and Social Divide’ project. This project provided student access to laptops as well as increased community engagement through the use of technology (eg: students teaching elders how to use computers and engage in digital storytelling.)

- A professional learning program for teachers ensured a real paradigm shift in education in the delivery of teaching and learning (especially in the early years of schooling)

- The employment of two Community Liaison Officers (CLOs) ensured that our LBOTE students were strongly supported in the classroom and through home/school partnerships and communication.

Expanding Career Horizons

Vocational Education and Training (VET)

As part of the Sydney Region RTO, our school delivered VET Business Services to Years 11 and 12 students and offered other vocational courses through TAFE NSW and private providers.

Our Year 12 cohorts studied Business Services, Transport & Logistics (Warehouse Distribution) and Accounting.

Year 10 and 11 students studied Accounting, Financial Services, Warehouse & Distribution, Workplace Communication and Design Fundamentals through TAFE NSW and private providers.

In 2011, five students undertook and successfully completed the first year of a School-Based Part-Time Traineeship (SBPTT) in Business Services, Warehouse & Distribution and Financial Services.
Post School destinations

In 2012, nineteen students sat the HSC. Of these, two students completed their School Based Part-Time Traineeships. Our Indigenous student completed both the Higher School Certificate and a SBPTT in Business Services at Qantas. The other student completed their SBPTT in Warehouse and Distribution with Reece Plumbing.

Tertiary, Business and Community Partnerships

In 2012, our school worked in partnership with various tertiary and local business organisations to support student engagement and attainment programs and career opportunities:

This included:

- University of NSW, ASPIRE Program
- University U@UNSW program, which gave Year 12 students up to 10 ATAR points to go towards their applications to courses at UNSW
- The Transport & Logistics Industry through their Green Light Day where Work Experience and SBPTT were made available to our students
- Medicare where SBPTT and Work Experience were offered to our students
- Commonwealth Bank and their SmartStart Literacy Program
- UTS and U of Sydney where excursions and faculty tours were run throughout the year for students from Year 9-12
- U of Sydney Union gave free one-on-one tutoring to Years 11 and 12
- Boston Consulting Group, a multinational business consultancy firm, established a one-on-one mentoring program between volunteers from the corporate sector of BCG and Year 11 students

As well as visiting various universities, our Year 12 students received school visits and guest speakers from The University of Sydney, University of Technology Sydney, University of Notre Dame, University of New England, University of NSW and Bradfield College.

A student in Year 11 took up an offer of full time employment as an apprentice chef after applying as a school based trainee.

All senior campus students were invited to listen to a motivational speaker, Paul Wade, who talked

The Souths Cares Program run by South Sydney NRL Club, took students on several excursions designed to open opportunities for employment and personal growth. These opportunities included visits to Qantas and the opportunity to play football for HRH Prince Charles.

Scholarships and Awards

The school participated in various organisational awards whereby our students were awarded scholarships in the area of academic excellence, school and community service, leadership, positive application and attitude towards achieving goals and sporting achievements.

This included:

- The Long Tan Leadership Award, Defence Technical Scholarships, Department of Housing Youth Scholarships, City of Sydney Youth Award
- Kristina Keneally Award, Zonta Science Award
- Soroptomist Award, Reuban F Scarf, Caltex Best All Rounder Award and Premier’s Sporting Challenge

Career Expos and Taster Courses

Students attended several Careers Expos and University experience days throughout the year including:

- The SMH HSC and Careers Day, Healthwise at Prince Alfred Hospital Camperdown, Greenlight Day at the Australian Technology Park, Aboriginal Careers and Community Open Day, Medibank Careers Day, UTS Year 10- Hands On Day, Women in Engineering at UTS and University of Sydney Experience Day for Year 9 students
- Hands on trade day for Year 10 students and TAFE taster courses in a variety of trades for selected students throughout the year

As well as visiting various universities, our Year 12 students received school visits and guest speakers from The University of Sydney, University of Technology Sydney, University of Notre Dame, University of New England, University of NSW and Bradfield College.

A student in Year 11 took up an offer of full time employment as an apprentice chef after applying as a school based trainee.

All senior campus students were invited to listen to a motivational speaker, Paul Wade, who talked
about overcoming obstacles and achieving success.

Students in Year 8 were involved in a program called *High Resolves* which aimed to help students understand their place in the world as global citizens and explore the areas of collective identity and justice. They were also given the opportunity to participate in the Racing-To-The-Top Program where students learnt to assemble remote controlled petrol powered racing car. This successful program teaches literacy, numeracy and teamwork in a small group setting.

The reintroduction of the Homework Centre on the Senior Campus on Thursday afternoons has provided students with the opportunity to receive tutoring in a variety of key learning areas to support the development of mathematical skills, essay writing and critical thinking skills.

**Year 10 School to Work Experience Program**

In 2012, 47 student work experience placements supported the enhancement of real-world learning and career experiences for our Year 10 students. This included work experience opportunities in preschools, libraries, police department, law firm, veterinary clinics, retail outlets, real estate agent, architects, multi-national transport and logistics companies, hospitality industry and information technology departments.

The Work Experience Program in 2012 was very successful with an excellent attendance rate that provided an authentic and genuine real-world learning experience for our students.

The feedback from students was overwhelmingly positive about their work placements. All students were involved in a worthwhile learning opportunity as they experienced the workplace for the first time.

The feedback received from employers about our students who were involved in the Work Experience Program included:

“The students from Alexandria Park Community School were of 5-star quality and very smart. They have set the benchmark very high for future work experience students”

“Keen and talented students”

“The students were excellent; they were very helpful and took initiative”

The feedback received from our students’ who were involved in the Work Experience Program included:

“The work experience program was an awesome experience”

“I learnt some great things and picked up on good work tips including relevant work skills and experiences which I am sure will be beneficial to me in the future”

“It really gave me a great insight into the importance of public image and marketing for businesses. I learnt a tonne of skills about how aspects of the business should be presented and how much planning and preparation goes into the business”

“Thanks for the epic week, I honestly did enjoy it and I feel that I have actually walked away with a positive work experience”

Work experience is a compulsory school to work initiative for all students to support career transition, retention and engagement.

**National partnership programs**

The school receives funding through the national partnership (Low SES) program. This program affords the school the opportunity to have access to additional staff, resources and professional learning opportunities to enhance student learning outcomes. As a result of this program, the school was able to provide the following opportunities for students.

Implementation of timetabled Literacy groups:

- Participation of staff in professional learning and analysis of NAPLAN using SMART
- Employment of two Learning Success Teachers
- Two additional Head Teacher positions (Science and Careers)
- Teacher Professional Learning for staff requiring support with Quality Teaching pedagogies

Literacy strategies include:
- Scaffolding assessment tasks
- Backward mapping teaching and learning programs
- Focus on reading during the DEAR program
- Vocabulary development using ICT strategies such as web 2.0 tools - Edmodo

Library

Information literacy (the skill of finding information resources and using them effectively) is vital to the development of independent learners in 21st century. Alexandria Park Community School (APCS) libraries aim to foster information literacy in our students so as to help them become skilled lifelong learners in modern society.

At junior library, classes K-7 have scheduled weekly library lessons in which students are taught how to define a topic of study; how to locate, select and organise relevant information for such topics.

Library initiatives include:
- Promoting a love of literature in young students via our book week parade, Book Fair and Book Club programs.
- Holding a Book Swap event promoted by Indigenous Literacy Foundation in August to help raise money for Indigenous literacy in remote areas of Australia.
- Offering extra curriculum activities such as computer play, board games, reading and homework workshops
- Students participating in the APCS K-9 NSW Premier’s Reading Challenge. Students that completed the 2012 challenge had their published in the Sun Herald Honour Roll.

Since senior library has become more user friendly, it has been fully utilised by students and staff for academic reading and learning activities. Our teaching & learning focus in 2012 for middle school to Year 12 students has been referencing skills. All clients appreciate the space for desktop and laptop computing activities. The library operates a successful monitors’ program in conjunction with the NSW Premier’s Volunteers program in 2012. Year 10-11 students have been motivated in taking on school responsibilities involving the running of inter-campus mails on a daily basis as well as helping library clients with library activities such as loans, shelving and book covering.

APCS resource collection is growing steadily in our libraries. We have trialled a few online teacher’s resources in 2012 and look forward to resourcing the library for 21st century learners.

Other programs

Alexandria Park Community Centre

Alexandria Park Community Centre has welcomed 401 families and 20 community members during this year. 22% of the participating families have attended the Centre’s weekly activities on a regular basis. 13 of the participating parents have also volunteered to help out with some of the activities on offer. The Community Centre has also had the privilege of receiving 130 individual donations of toys, books and household items throughout the year which have then been redistributed to many local families.

In 2012 Alexandria Park Community Centre housed the following programs:

- Connect Redfern Schools as Community Centres Program
- Alexandria Park Early Childhood Health Clinic
- Save the Children’s Inner & Eastern Mobile Playbus
- Aboriginal Education Council
- The Smith Family Learning for Life Program
- A part time general practitioner from the South Eastern Sydney/Illawarra Area Health Service

Weekly activities on offer by Connect Redfern at the Community Centre were:

- Music & Movement classes for families with children under school age
- Multicultural Playgroup
- General Playgroup
- Preschool Playgroup for children aged 3-5 years
Toy & Video Library including parenting books
Book talk – free pre-loved children’s books
Family Food Co-op
Second hand children’s clothing & equipment plus adult clothing
Alexandria Community Garden
Additional programs run this year at the Community Centre in partnership with other local government and non-government organisations included:
  Diploma in Child Care Studies for the Aboriginal community
  Three “Playgroups in the Park” family fun days held in Redfern Park
  Young Parents Playgroup
  Circle of Security parenting program
  Sing & Grow music therapy program for parents and workshop for workers
  First Aid workshop for new parents
  Basic Computer course for parents
  MATES parenting program
  Baby massage
  Connect Closer Camp for local families
  Weekend permaculture courses provided by Milkwood Permaculture
One of the exciting projects for the Community Centre this year was the creation of a community garden themed mural on the factory wall of Street Furniture Australia which is alongside the public pathway used by students, staff and local community members. The Community Centre received funding for the mural from the City of Sydney Council through its Community Grants program. The funding grant was submitted by the Alexandria Park Community Garden group which has a large community garden site nearby the factory wall and felt a mural would be an ideal project for the wall as it had an extensive amount of graffiti along it. The wall was created by a mural artist, Ben Compton, who worked with about 300 of the school’s students in designing and painting the mural. At the end of Term 1 the mural was launched by the Lord Mayor, Clover Moore.
Gifted and Talented

Many enrichment programs and experiences are offered to our significant Gifted and Talented students.

These included:

- Hands-on collaborations with local community artists and authors that has supported the Mural Project
- Successful entries in writing competitions as academic credentials in the International Competitions and Assessments for Schools (ICAS) and the Australian Mathematics Competition (AMC)
- Youth Leadership programs and Community Management supported by the Rotary Youth Program of Enrichment (RYPEN) and the Mock United Nations Assembly (MUNA) in partnership with Darling Harbour Rotary
- Participation in various tertiary science experience workshops which led to senior students organising whole school Science days
- School based environmental projects which covered a broad range of curricular and extra-curricular areas
- Musical performances that fostered individual musical talent and the creation of a student band

Stage 3 - Overnight Bathurst Excursion

On Wednesday 13th June 2012, all students in Years 5 and 6 attended an overnight excursion to the Bathurst Gold Fields. This excursion provided an outstanding opportunity for students to enrich their understanding of The Australian Gold rush and participate in a range of exciting activities, including panning for gold, bush dancing, blacksmithing, building a campfire and cooking damper. This was a wonderful occasion to enhance the Stage 3 HSIE program.

Year 5 and 6 Broken Bay Sport and Recreation Camp

Year 5 and 6 students attended Broken Bay Sport and Recreation Centre between the 24 - 26 October for the APCS Bi-annual school camp. This was a great opportunity for the students to develop teamwork and communication skills, independence and confidence, while participating in a range of exciting activities including rock
climbing, surf skiing, challenge ropes course and archery. Students and teachers all had a wonderful time enjoying our very own island in the Hawkesbury River and look forward to building on student personal development in 2014.

Year 7 and 8 Camp

Year 7 and 8 were involved in a team building 3 day camp to Port Hacking Conference centre. The students experienced and participated in a range of outdoor activities. All of the activities required our students to build and display high levels of team work and leadership skills which were achieved by many of junior students during the camp.

Our Year 8 students showed leadership through mentoring and guiding our Year 7 students through difficult and challenging outdoor activities.

The task of rock climbing was a challenging activity aimed at encouraging resilience and persistence. During our canoeing activity, many students were required to adopt water skills awareness and physical strength to stay afloat and this was an enjoyable activity.

Orienteering skills and bushwalking during the evening tested the ability of students to work within a group context to achieve the goal of arriving at our destination. These activities supported self-improvement and team building skills to identify individual strengths and problem solving skills.

During the night, the students participated in a variety of activities including the ‘Game of Life’ aimed at providing practical and real-life scenarios to develop short-term and long-term goals, problem solving and decision-making skills.

According to one of our Year 8 student, the camp “was a good learning experience despite being in the middle of the bush full of leeches and the thought of wild animals in soaking wet clothing. The camp was fun and the instructors helped us to challenge and push ourselves to the best of our ability”.

The camp was a valuable learning experience aimed at building positive relationships between students and staff and will continue to be part of our school engagement initiatives in 2013.

Year 9 and 10 Camp – Student Perspective

During Term 4, Years 9 and 10 students went on a 3 day school camp to Port Hacking Conference Centre along with a few school teachers. We left the junior campus on Wednesday 14 November and embarked on a 1 ½ hour journey to Port Hacking.

When we arrived at Port Hacking, we were split into two groups, A & B, and we chose our cabin buddies. Throughout the three days, both groups participated in many outdoor activities including:

Archery - where we attempted to focus on a target with varying difficulty

Rafting- we were given a set of instructions to construct a raft and attached barrels to it before putting it into the water and paddling offshore to retrieve a sack full of puzzle pieces

Geo caching- where each member of the groups were split up into sub groups and sent into the bush with a GPS in search of hidden caches

High ropes- where each individual was challenged to make their way from tree to tree via a connecting rope before leaping to grab a trapeze bar

Prusiking- where we learnt abseiling techniques
Canoeing- where we had to use our problem solving skills to reach our destination

Personal discovery- where we learnt about the different choices and pathways in life and the different perspectives that we can approach to achieve our goals

The activities during the day helped us build our team work skills but the nightlife was also full of fun learning activities. On the first night, an instructor challenged us to build a campfire with only one match. With the help of some teachers and the instructor himself, we were able to ignite a fire which lasted throughout the whole activity. Around the campfire, we told scary stories and roasted marshmallows. We also got the opportunity to trek through the bush with Mr Miller and Mr Medway. We needed to learn to adapt to the changes in our environment in the dark, as we skilfully and safely managed to barge through prickly bushes, manoeuvre our way run through a swarm of insects making buzzing noises and safely clamber over boulders in an effort to climb a rocky hill.

Although we also got to experience a range of weather conditions of cold winds, rain, warmth and sunshine during our 3 days in the outdoors, we enjoyed ourselves and look forward to going to future camps. Thank you to all the teachers who gave up their time to take us on an enjoyable learning experience to build positive relationships and outdoor skills with our peers.

Junior Writing Competition

In 2012, all students in Years 5 and 6 entered the Sydney Youth Writing Competition. The competition received over 3000 entries, and Alexandria Park Community School was successful in having 10 finalists. All finalists were published in the competitions publication ‘Key’ and ‘Face Cloud’ as well as receiving their awards at NSW Parliament House. The students from Alexandria Park Community School received awards across three areas of the competition including Free Choice, Short Story and Poetry. This competition encourages students to write for pleasure and to express themselves in a creative way.

Mad Science Day

Our Middle School staff and students participated in a day of curriculum enrichment, in celebration of National Science Week. Students and teachers dressed as ‘Mad Scientists’ and rotated between seven activity stations to perform a series of Science experiments and activities. The day successfully conveyed the message of National Science Week 2012, to “honour the gift of intuition in each of us. A time to question, explore, argue and experiment.”

Environmental Initiatives

Student Environment Committee

The secondary Student Environment Committee (SEC) has continued to implement environmental strategies across the school in 2012. The SEC organised a Clean-up Australia day event in term 1 where students from Kindergarten to year 12 worked together to clean up the school. Composts on both campuses have been built and are maintained by the SEC to reduce the School’s carbon footprint. The SEC has also begun to work with the Student Representative Council to introduce a complete recycling program where plastics as well as paper and food waste are diverted from landfill. Several new gardens have been planted on the Secondary campus complete with Native edibles which complement our community gardens and are used in Science, HSIE and as part of our Tuesday SEAR’s program.
Climate Clever Energy Savers
Science students in Years 8 and 9 have secured funding from the Department of Education and Communities (DEC) in 2012 to install energy saving measures in the school. Students participated in project-based learning in science through the Climate Clever Energy Savers program. They developed realistic knowledge of the science behind energy, project management and energy saving strategies by researching and submitting two successful proposals for tinted windows and energy efficient lighting to the DEC. We will continue to use scientific knowledge and understanding to ensure we maintain and continue to transform our school into an energy efficient school.

NSW Student Volunteering Award
The Premier of NSW Student Volunteering Award (PNSWSVSA) program commenced in March 2011. Since then we have had a number of Bronze, Silver, Gold and Diamond awards. This is a huge achievement for a small school given that many of our students do not live in the local area and therefore cannot take advantage of local opportunities. Volunteering and service based projects are an important factor in building and sustaining communities. Our students contribute their time to assist others, to help the environment to get involved with their communities. The volunteering and service learning programs contribute towards a student’s wider education, involvement and contribution to their communities.

In October this year the school saw its first ‘Black Opal’ award achieved by a Year 10 student for 150 hours of community service. The student has been an inspiration for other students involved in the program as well as peers interested in participating in the program in 2013.

Progress on 2012 targets
Target 1
Literacy
Increase the percentage of students meeting national minimum standards in writing from 90% (2009-2011) to 91% (2012)
Increase the percentage of students meeting national proficiency standards in writing from 34% (2009-2011) to 35% (2012)
Our achievements include:
- An average of 92.8% of students meeting national minimum standards in writing. It is pleasing to note that our target was exceeded by 1.8%
- 100% of Year 3 Aboriginal students met the national minimum standards
- An average of 40% of students met the national proficiency standards in writing
- 40% of all students achieved in the top two bands for writing

Target 2
Numeracy
Increase the percentage of students meeting national minimum standards in numeracy from 94% (2009-2011) to 95% (2012)
Increase the percentage of students meeting national proficiency standards in numeracy from 57% (2009-2011) to 58% (2012)
Our achievements include:
- An average of 98.8% of students meeting national minimum standards in numeracy
- It is pleasing to note that our target was exceeded by 3.8%
- 100% of Year 3 and 5 students met the national minimum standards
- 100% of Aboriginal students in Year 3, 5, 9 met the national minimum standards in numeracy
- An average of 65% of students met the national proficiency standards
- 72.5% of Year 5 students achieved results in the highest band in numeracy
- 37.4% of Year 7 local students achieved results in the top two bands

Target 3
Student engagement and attainment
Increase student attendance from 87% (2009-2011) to 90% (2012)
Increase student retention from Year 10 to Year 12 from 50% (2009-2011) to 60% (2012)
Our achievements include:
The average school attendance for all students, Kindergarten to Year 12 was 90.4%

The average school attendance for students, Kindergarten to Year 4 was 91.4%

The average school attendance for students, Year 5 to Year 9 was 91.2%

The average school attendance for students, Year 10 to Year 12 was 87.1%

School retention from Year 10 to Year 12 was 67.9% - an increase of 26.7% (based on the 2008-2011 figures of 41.2%)

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

K-8 Laptops - embedding ICT in teaching and learning

Background

‘Bridging the Gap between the Digital and Social Divide,’ was an educational project implemented in 2012 which covered four main areas to improve student learning outcomes and community engagement.

The aims of the project involved:

- Providing a laptop for every student Kindergarten to year 12 on a 1:1 ratio to embed innovative ICT skills in teaching and learning across all key learning areas
- Alexandria Park Community School was the first school in the State to achieve this.
- Developing a Professional Learning program supported with Regional Consultants ensuring a real paradigm shift in education in the delivery of teaching and learning (especially in the early years of schooling)
- Address the Social responsibility and awareness around technology through embedding Digital Citizenship and Cyber safety into the program. Redfern Police worked closely with the school to develop a program and assisting in the delivery of Digital Citizenship
- Increase community engagement through the use of technology. Our students worked with Wyanga Aboriginal Elders in teaching the elders how to use computers and engage in digital storytelling in an intergenerational project

Findings and conclusions

A student and teacher survey was conducted to evaluate the effectiveness of the use of laptops to embed ICT in teaching and learning and support improvements in student learning outcomes and community engagement.

Student survey results:

- A sample cohort of 52 students (males and females) was surveyed from K-8 on how technology has supported the development of ICT skills and engagement across all key learning areas
- 100% of students were using the laptops in the classroom every day for ICT activities
- 96% of students felt the use of laptops in the classroom helped to improve their technology skills
- 90% of students felt the use of laptops motivated them to learn
- 98% of students felt confident in using the laptops in the classroom as part of their learning
- The various ICT programs and web 2.0 tools used in the classroom to support improvements in learning included: Word, Excel, PowerPoint, Adobe, Google Sketch-up, Blogs, Edmodo, Audacity, Gamemaker, Publisher, Study ladder, Tux Guitar, Onenote, Photoshop, Storymaker, Google earth, use of emails and internet search engines.

Teacher survey results:

- K-8 teachers were surveyed on how technology has supported the development of ICT skills in teaching and learning and increased student engagement across all key learning areas
- Every teacher was accessing and using laptops in teaching and learning
- 91% of staff use a wide range of technologies including Word, PowerPoint, Edmodo, Blogs and Adobe to challenge student learning
• 91% of staff collaborate within and across key learning areas/ stages in sharing effective teaching practices in the use of laptops for teaching and learning

• 91% of staff demonstrate confidence and engagement in using laptops to support improvements in student learning outcomes

Future directions
In addition to maintaining existing ICT strategies there will be an increased focus on:

• Creating digital teaching and learning resources

• Sharing effective practice in digital literacy and numeracy strategies across all key learning areas

• Engage in collaborative and online social networks to enhance teaching and learning resources

• Teacher Professional development to embed ICT strategies in teaching and learning programs and assessments

D.E.A.R. Drop Everything And Read

Years 8-11
The aim of the DEAR program is to support student engagement and encourage daily reading. Students are allocated 20 minutes of uninterrupted time daily to explore a variety of self-chosen texts and appreciate books making connections to their world and beyond. This program also aims to address improvements in overall literacy through wide reading. Through reading and building vocabulary, students will further develop skills around literacy. The students will appreciate and value the importance of language to express ideas and explore views of the world and others. Students are in year groups where the DEAR class occurs daily with a teacher in the classroom and amounts to 100 minutes per week of wide reading.

Findings:
A student survey was conducted to evaluate the effectiveness of the DEAR sessions. This survey was conducted with 110 students from years 8-11.

Student Survey Results:
88% of students said that DEAR time was used effectively most or all of the time
96% of students stated they read books in DEAR time most or all of the time
86% of students like reading for pleasure lots or most of the time
92% of students say when they read they understand and make personnel connections
86% of students like to read silently during DEAR
82% of students felt the DEAR program helped to progress their reading understanding
92% of students felt more confident and independent with their reading as a result of DEAR

A teacher survey was conducted across key learning areas to assess the impact of DEAR across the school context

Teacher Survey Results:
100% teachers believe DEAR is a program that supports improvements in literacy

Teacher’s comment about DEAR includes:
100 minutes of uninterrupted silent time for reading is so valuable for lifelong reading appreciation
Encourages more independent adventurous readers
Provides greater opportunity to read a variety of texts
Builds positive relationships with students
Broadens students horizons and thinking skills
Increases concentration and cognitive performance
Students develop a love of books which overflows into other literacy areas
Actively read during the school day is beneficial to building reading comprehension
Motivates students to read books of their interest and engage in texts
Allows student to share books, interests and ideas across the class
**Future Directions:**

A peer tutoring program that began in 2012 and which has proved to be successful has led to the school expanding and formalising this initiative for 2013.

Students from years 10 and 11 will undertake a TAFE certificate course for peer tutoring in 2013.

Student tutors will be assigned an individual student mentor during DEAR and participate in follow up sessions one afternoon a week.

All these strategies will continue to further build the reading and literacy skills of all students at APCS.

Students build relationships with others through books. Therefore to enable students to use the DEAR time more constructively, an assessable component of the English assessment will be based on a Wide-Reading Assessment Task worth (20%) which will be completed over the course of the year.

A reading log will be introduced to compile a reward system across the school for personal success to build student self confidence in reading, encourage all students to create building blocks connected to their world and support lifelong learners through engaging with reading books.

**Positive Behaviour for Learning (PBL)**

- We are a safe community
- We are a respectful community
- We are a learning community

APCS introduced Positive Behaviour for Learning (PBL) program in 2011.

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative that employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the whole school community. PBL encourages positive behaviour from students to improve their self-concept and motivation to learn. PBL operates as a systemic umbrella for a broad range of programs in schools, including values education, anti-bullying and learning support teams.

A successful PBL program is dependent upon acceptance and contributions from the entire teaching staff. The PBL team led professional workshops with colleagues in the development of writing and evaluating PBL lessons. As a result, this strategy has increased teacher ownership and increased support for the program. The impact of the PBL initiative is tangible and is reflective in the shift in culture towards adopting positive and consistent language with students across the school environment, management of policies and effective behaviour management strategies used in classrooms across both campuses.

In 2012, the focus of the PBL lessons included anti-bullying / cyber bullying, resilience and respect.

In 2013, PBL lessons will focus on: Achieving your personal best.

Overall, PBL has impacted positively on attitudes of the school community towards behaviour and positive student learning outcomes.

**Future directions**

- Staff professional development
- Increase signage across both campuses
- Review school policies to align with the PBL program

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parents, students and staff all play an important role in supporting positive educational outcomes for students.

Parents, students and teachers were surveyed and had the opportunity to provide feedback in relation to their satisfaction with the school commitment to student learning.

Their responses are presented below.

**Parent Feedback**

Parents at Alexandria Park Community School were surveyed about the school’s commitment to supporting student learning.

100% parent satisfaction with our commitment to quality teaching and learning

100% parent satisfaction with our commitment to working with the school community
100% parent satisfaction with our commitment to working with the business industry
86% parent satisfaction with our commitment to working with parents/caregivers
86% parent satisfaction with our commitment to establishing and maintaining partnerships with educational institutions

**Parent comments include:**

**Teacher Feedback**

Staff were surveyed about the school’s commitment to supporting student learning.

- 100% staff satisfaction with our commitment to quality teaching and learning
- 100% staff satisfaction with our commitment to working with the school community
- 70% staff satisfaction with our commitment to working with the business industry
- 90% staff satisfaction with our commitment to working with parents/caregivers
- 95% staff satisfaction with our commitment to establishing and maintaining partnerships with educational institutions

**Staff comments include:**

- “Teacher commitment to student learning is exceptional at this school”
- “Alexandria Park Community School has strong community links which is to be commended”

**Student feedback:**

Students were surveyed about the school’s commitment to supporting student learning.

- 90% student satisfaction with our commitment to quality teaching and learning
- 95% student satisfaction with our commitment to working with the school community
- 90% student satisfaction with our commitment to working with the business industry
- 95% student satisfaction with our commitment to working with parents/caregivers
- 100% student satisfaction with our commitment to establishing and maintaining partnerships with educational institutions

**Student comments include:**

- “The school community is very nice and the extra-curricular activities are fun”
- “The teachers are really good”

**Professional learning**

Teacher Professional Learning (TPL) is valued and recognised as a major contributing factor for improving the learning outcomes for students at APCS. The focus for professional learning in 2012 was to support areas targeted in the School’s Management Plan 2012-2014 which focused on literacy, numeracy and engagement and attainment. Staff attended conferences and workshops ranging from ICT to student welfare with funds being spent on the following areas: 23% on syllabus implementation, 22% on career development, 18% on the use of ICT in teaching and learning, 14% on implementing literacy and numeracy strategies, 11% on welfare and equity initiatives, 9% on Quality teaching pedagogy and 3% on beginning and early career teacher mentoring and support.

**Teaching English Language Learners (Tell) Professional Learning 2012**

The focus of the TELL program (Teaching English Language Learners) was to address the number of NESB students (Non-English speaking background) achieving in the top bands in NAPLAN.

APCS has approximately 77% of students being NESB and many of these students requiring English language support. Secondary and middle school staff (teachers of Years 7-12) participated in the TELL program as part of professional learning. This involved teachers participating in 6 modules focused on assessing the language demands of their KLA in order to meet the needs of English as a second language (ESL) learners.

The aim of the TELL program was to support effective ESL pedagogy in the classroom to improve student learning outcomes for all students.

Teachers undertook professional readings and strategies from current research that underpinned effective ESL pedagogy to develop a deeper understanding of:

- the strengths and needs of the diversity of second language learners
the validation of student prior knowledge
how English is developed as a second or additional language
academic language and literacy demands of specific areas of learning
scaffolding student learning through high challenge and high support environments

Teachers in the secondary and middle school have embedded ESL pedagogies into teaching and learning programs and assessments and supported improvements in student learning outcomes through understanding the language demands within key learning areas.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2013–2014
Literacy
Increase the percentage of students meeting national minimum standards in writing from 91% (2010-2012) to 93% (2013)
Increase the percentage of students meeting national proficiency standards in writing from 35% (2010-2012) to 41% (2013)

Strategies to achieve these targets include:
• Implementation of literacy groups that identify uninterrupted time for specific literacy tasks
• Implementation of TELL program and collaborative reading strategies
• Whole school analysis of NAPLAN using SMART 2 to analyse strengths and areas for improvement
• Implement Quality Teaching Framework and ESL pedagogical strategies

Our success will be measured by:
• 2013 NAPLAN data performance and growth data for all students, Aboriginal and Torres Strait Islander students and students from a language background other than English
• Student report data
• NAPLAN trend data

School priority 2
Outcome for 2013–2014
Numeracy
Increase the percentage of students meeting national minimum standards in numeracy from 95% (2010-2012) to 98% (2013)
Increase the percentage of students meeting national proficiency standards in numeracy from 58% (2010-2012) to 66% (2013)

Strategies to achieve this target include:
• Implementation of numeracy groups that identify uninterrupted time for specific numeracy tasks
• Engage regional consultancy support to further professional development for staff
• Analysis of numeracy using SMART 2 to identify areas for improvement and highlighting strengths
• Differentiation of numeracy in the classroom through implementing additional programs including Count Me In Too

Our success will be measured by:
• 2012 NAPLAN data performance and growth data for all students, Aboriginal and Torres Strait Islander students and students from a language background other than English
• Student report data
• NAPLAN trend data

School priority 3
Outcome for 2013–2014
Engagement and Attainment
Increase student attendance from 89% (2010-2012) to 90% (2013) and increase student retention from Year 10 to Year 12 from 60% (2010-2012) to 70% (2013)
Strategies to achieve this target include:

- Implementing the Positive Behaviour for Learning (PBL) program across the school
- Providing professional learning for staff to improve teaching and learning practice
- Extending the implementation of transition programs across the school
- Analysing school data sources (for example, Best Start, student reports, NAPLAN) to design relevant teaching and learning students at appropriate levels
- Continually reviewing personalised learning with families

Our success will be measured by:

- Student attendance rates in the junior, middle and senior schools
- Student retention rates for Year 6 to Year 7 and Year 10 to Year 12
- School system data
- Student and parent/caregiver survey data

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Team Members: 2

Robert Bruce – Relieving Principal
Nahida Jamal – Rel. Deputy Principal (Secondary)
Julie Myers – Deputy Principal (Primary)
Amy Miller – Staff Representative
Leanne Winfield – Staff Representative
Julie Strachan – Staff Representative
Donna Davey – Staff Representative
Stewart Okell – NASCA
Jane Ryan – Staff Representative
Rochelle Foley – Staff Representative
Laura Medway – Staff Representative

Allan Medway – Staff Representative
Lucy Hetherington – Staff Representative
Bronwyn Fogg – Staff Representative
Peter Miller – Staff Representative
Quin Young – Staff Representative
Patricia Betar – Staff Representative
Joanne Fletcher – Community Centre Representative
Leanne Seddon – Parent Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: