School context statement
Alexandria Park Community School (APCS), a comprehensive K-12 school servicing a culturally and socio-economically diverse community, has an enrolment of 550 students, including 18% Aboriginal and Torres Strait Islander students and 75% students from a non-English speaking background. Our vision is that all students access an inspiring future through quality educational opportunities from Kindergarten to Year 12. Our school is a place of excitement and adventure for our students. We are proudly inclusive and offer a diverse range of academic endeavours so all students have the opportunity to succeed. Our students bring a multitude of dynamic personal and educative experiences into the school environment and there are strong programs to support their diverse learning strengths and needs.

APCS operates on a dual campus, organised into junior (Years K-4), middle (Years 5-7) and senior (Years 8-12) schools, with an opportunity class in Years 5 and 6, and a selective class in Years 7 to 10. Alexandria Park Community School is committed to the Positive Behaviour for Learning Program, with a strong focus on literacy, numeracy, student engagement, retention and expanded career horizons for all students. There is a well-established vocational education program and strong partnerships with the local community.

Connect Redfern is a crucial part of the school and provides links with community agencies, educational providers and local businesses. The Community Centre delivers and coordinates a variety of Pre-school and Parent/Family programs for families with children from 0–5 years including supported playgroups.

Principal’s message
In 2014, APCS was again recognised as a high performing school. Our commitment to student achievement creates a relentless focus in our school to support personal success for every student to ensure their education makes a positive difference to their lives and those of others. I am proud of the programs that our school provides in the academic, sport, technology, the creative and performing arts, leadership and citizenship, public speaking and debating, environmental and social justice areas.

In 2014 we have strengthened our authentic learning partnerships with students, parents, local businesses, educational providers, agencies and community leaders.

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.

Diane Fetherston

Parents and Citizens Report
2014 was another big year for the APCS P&C. As our student enrolment numbers grow, so too does our membership. This allows the P&C to undertake more social and community activities; from advocacy to fundraising. New parents and community members are always welcome. Meetings are held monthly on a Wednesday evening on the Junior Campus. Dates are published on the School website or you can keep in touch via our Facebook Group www.facebook.com/groups/apcspandc. Joining the P&C isn’t just about volunteering time, it’s a great way to meet other parents and community members and stay informed about what is happening in your school in a relaxed and friendly environment.

Highlights and achievements in 2014 included:

- The visit to our school by Lord Mayor Clover Moore for ‘Ride to School Day’. Bikes were tuned up, photos were taken and safety was reinforced. After this visit we were able to secure new bike and scooter racks for the school courtesy of the City of Sydney.
- Working bees to renovate the Senior Campus entry from Mitchell Road, the administration office, hall and gardens. On the junior campus we gardened, mulched and painted. This work was supplemented by a huge push by Lend Lease on their staff volunteer day. The senior campus had classrooms painted, old furniture removed, new gardens installed and the unsafe cobblestone pathway replaced with a new paved walkway.
- The refurbishment and opening of the junior campus canteen on Thursdays. Many hours were spent cleaning, painting and fundraising for new equipment. The canteen, aside from providing a great service to our students, has managed to almost recoup the cost of
renovation within the first six months of operations. We look forward to bigger and better things ahead – increased opening days and also providing canteen food to the seniors.

- Successful fundraising events such as BBQs, pizza days, cake stalls, raffles and entertainment books.
- The installation of drop-boxes at the junior and senior campus offices and the canteen foyer to facilitate easier communication and donations to the P&C.
- School banking went from strength to strength and now operates out of the canteen on Friday mornings. New student and sibling account holders are always welcome.
- The second-hand uniform shop in the canteen foyer operates on Friday mornings.
- Our first school disco, the ‘Monster’s Ball’, held in Term 4. More than just a fundraiser, this family friendly event encouraged everyone to dress up, get down and enjoy a meal together. The event was a huge success and plans are to make it an annual event.
- Extending the 608-bus route.
- The K – 2 class parent representative program.

We worked hard to continue to raise the school’s profile with both politicians and local residents. We hosted a number of consults for the Inner City High School Working Party and continued to advocate strongly for expenditure on improvements to our existing facilities and for better transport to our school and further communication of our strengths as a school to the wider community.

As my time is needed elsewhere and I step away from our P&C for a short time, I would like to say, as the P&C President for three years, thank you to Yvette Edgell for our long hours burning the candle at both ends and above all the laughs when needed – we have managed to do a lot in a short period of time and are able to leave the P&C with new direction and established protocols in place. Thanks to all our P&C members who have donated their valuable time, including our sub-committee members, and a special thank you to our other executive office bearers, Yvonne Timmins, Kylie Mashman and Cimone Grayson – your support was truly appreciated for a job well done!

Leanne Seddon – President

Student information

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

Student enrolment profile

APCS is a K-12 school averaging 548 students over the school year. In 2014 there was an increase in student enrolments of 19.7%.

Student enrolment profile K-6

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td>67</td>
<td>86</td>
<td>81</td>
<td>84</td>
<td>102</td>
<td>122</td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>73</td>
<td>74</td>
<td>64</td>
<td>74</td>
<td>94</td>
<td>103</td>
</tr>
</tbody>
</table>

Student enrolment profile 7-12

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>87</td>
<td>88</td>
<td>111</td>
<td>116</td>
<td>119</td>
<td>136</td>
<td>169</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>91</td>
<td>91</td>
<td>95</td>
<td>104</td>
<td>126</td>
<td>154</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance for K-6 reduced slightly in 2014 due to significant reductions in years 3-4 and remains below state average overall. Student attendance for 7-12 reduced (apart from Year 11) but remains above state average overall. Year advisers monitored student attendance regularly and worked with parents, staff and students to implement attendance improvement and reward programs. The Home School Liaison Officer worked with the student welfare team to identify student attendance below 85% and implement individual attendance improvement plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Management of non-attendance

The procedures for poor attendees are as follows:

- An SMS is sent home daily if students are absent.
- The roll teacher is responsible for reporting to the year advisors or assistant principal any student whose attendance is of concern.
- The year advisor or assistant principal monitors absences, looks for patterns and concerns. If a student’s attendance record is causing concern and is unsatisfactory, may interview the student to discuss the reasons for their absences from school and places the student on an attendance improvement contract.
- Parents/guardians are contacted and may be asked to come into school for an interview.
- The Head Teacher Welfare or the Deputy Principal (primary) communicates with year advisors and assistant principals regarding attendance concerns that cannot be resolved at their level.
- A meeting is arranged by Head Teacher Welfare or the Deputy Principal (primary) with the parent/guardian 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, a referral is made to the Home School Liaison Officer.
- Students with good attendance receive an end of term certificate acknowledging 100% attendance.
- Students with significant improved attendance receive an end of term certificate acknowledging improved attendance.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0%</td>
<td>0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>employment</td>
<td>4%</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2%</td>
<td>4%</td>
<td>5.5%</td>
</tr>
<tr>
<td>university entry</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>other</td>
<td>88%</td>
<td>92%</td>
<td>(continuing) 3%</td>
</tr>
<tr>
<td>unknown</td>
<td>6%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

In 2014, 36 students sat their Higher School Certificate (HSC) from APCS. Most received offers to university, others enrolled into TAFE, two are travelling overseas, four are in full-time employment and two students are unknown.

In 2014, 52 students were enrolled in their Preliminary year and from these, one student accepted an apprenticeship in Electro technology and two students will attend TAFE full-time. All other students are completing their HSC in 2015 at APCS.

Year 12 students undertaking vocational or trade training

In 2014 eight students (22%) studied a vocational course as part of their HSC with one student studying two VET courses while undertaking a school-based part-time traineeship in Warehouse Operations. One student completed a school-based part-time traineeship in Hospitality and is now considering either university or an apprenticeship pathway in her vocational course.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014 five students (14%) achieved a Certificate II in Business Services, one student achieved a Certificate III in Hospitality and one student completed a TVET course and gained a Statement of Attainment towards a Certificate II in Animal Studies.

Workforce information

Staff at APCS includes teachers, Aboriginal Education Officers, Administration Officers, Student Learning Support Officers, a General Assistant and a part-time Community Engagement Officer.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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 Teacher(s)</td>
<td>32.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>56.7</td>
</tr>
</tbody>
</table>

Two teachers and three support staff are Aboriginal representing 8.8% of the workforce at APCS.

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>

Professional learning and teacher accreditation

Teacher Professional Learning (TPL) is a highly valued focus at our school and identified through our research and reflections as a major factor for improving the learning outcomes for all our students. The focus for professional learning in 2014 was to support the school management plan’s target areas of literacy, numeracy and engagement and attainment.

School Development Days (SDD) were conducted at the beginning of Terms 1, 2, 3 and the last two days of Term 4. Staff participated in a variety of professional learning activities. These included attending workshops on literacy, numeracy, technology, welfare, career development, non-violent crisis intervention strategies, quality teaching and Australian curriculum syllabus implementation.

Professional learning and development experiences focused on supporting teachers to collaboratively plan for the implementation of the new Australian curriculum in 2015 in the key learning areas of English, Mathematics, Science and Technology and History.

We consistently implemented a professional learning focus on developing 21st century learners, implementing innovative teaching and learning strategies within curriculum and student welfare. TPL funds were subsequently spent in accordance with these priorities and the funding guidelines on the following areas: 25% on career development, 22% on syllabus implementation, 21% on quality teaching pedagogy, 14% on welfare and equity initiatives, 16% on implementing literacy and numeracy strategies, 1% on the use of ICT in teaching and learning and 1% on Beginning Teachers.

Additionally, staff participated in mandatory training related to Child Protection, Workplace Health and Safety, Disability Standards for Education and Every Student, Every School.

All staff members were provided with information regarding professional learning courses from a variety of external providers as well as the Department of Education and Communities (DEC).

Beginning Teachers

In 2014 four beginning teachers were appointed to APCS; two teachers in the primary school and two in the high school. Each beginning teacher was provided with a mentor teacher from within the school. Beginning teacher funding was used to provide beginning teachers and their mentors with additional release time. This time was used to help the beginning teachers adjust to their new role and to support, develop and mentor beginning teachers in quality teaching skills and practices in their first year of permanency.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>419460.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>436803.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>496915.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>219484.58</td>
</tr>
<tr>
<td>Interest</td>
<td>15905.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36137.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1624707.18</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 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 2014**

**Academic achievements**

**NAPLAN**

In NAPLAN 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy
In 2014 numeracy results for Year 3 students were below state and statistically similar group schools with 30.8% of students achieving results in the top three bands and none in the lowest band. To improve numeracy outcomes in 2015 the school will participate in the Count Me In Too program.
NAPLAN Year 5 - Literacy

In 2014 high standards in all areas of literacy were achieved. Year 5 average scores in reading, writing, spelling and grammar and punctuation were above state DEC and statistically similar group schools. Seventy-four percent of Year 5 students achieved results that placed them in the three highest bands in reading. Sixty-one percent of Year 5 students achieved results that placed them in the three highest bands in writing. In spelling 83.3% achieved results that placed them in the three highest bands and 74.1% of Year achieved results that placed them in the three highest bands in grammar and punctuation.

NAPLAN Year 5 - Numeracy

In 2014 Year 5 numeracy results were significantly above state DEC and statistically similar groups. Sixty-eight percent of Year 5 students achieved results that placed them in the three highest bands in numeracy.
The literacy results for Year 7 students were satisfactory and especially pleasing in comparison to other schools in the areas of reading and spelling. In all areas Year 7 literacy results in the top three bands were close to the state mean.

In the area of reading 56.7% of students achieved results in the top three bands with the significant majority being Band 8. In the area of writing 40.4% of students achieved results in the top three bands with the significant majority being Band 8. In the area of spelling 66.6% of students achieved results in the top three bands. In the area of grammar and punctuation 57.9% of students achieved results in the top three bands. The results in spelling in the top band (9) were significantly higher than the state with 31.6% compared to the state’s 14.1%.
NAPLAN Year 7 - Numeracy

The numeracy results for year 7 students were excellent. Thirty-five percent of our students were in the top band (Band 9), in comparison to 14.8% for the state and 62.3% of Year 7 students demonstrated growth that was greater than expected in numeracy. In the area of data, measurement, space and geometry 67% of students achieved results in the top 3 bands. In the area of number, pattern and algebra 61% of students achieved results in the top three bands.

NAPLAN Year 9 - Literacy

The literacy results for Year 9 students were excellent in all areas compared to the state. In the area of reading 65% of students achieved results in the top three bands compared to the state’s 53.6%. In writing 51% of students achieved results in the top three bands compared to the state’s 38.9%. In spelling 72% of students achieved results in the top three bands compared to the state’s 55%. In grammar and punctuation 64% of students achieved results in the top three bands compared to the state’s 44.1%.
NAPLAN Year 9 - Numeracy

The numeracy results for year 9 students were excellent. APCS achieved 41st in the state for Year 9 numeracy. Thirty-six percent of our students were in Band 10 (top band), in comparison to 14.1% for the state and 69.8% of Year 9 students demonstrated growth that was greater than expected in numeracy. In the area of data, measurement, space and geometry 78% of students achieved results in the top three bands. In the area of number, pattern and algebra 80% of students achieved results in the top three bands.

Higher School Certificate (HSC)

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

In the 2014 APCS again performed above state average in the science, mathematics and technology courses. Seventy percent of students achieved HSC results in the top three bands. 2014 produced some excellent HSC results for our top-achieving students with Muhammad (Noor) Cheema attaining the highest ATAR score of 98.3.
Students who gained a place on the Distinguished Achievers List for 2014 (achieved results in the highest band of the HSC - Band 6) included:

- Muhammad (Noor) Cheema – Chemistry, Mathematics Extension 1, Physics
- Daniel Hargraves – Mathematics
- Feng Qi Le – Mathematics Extension 1
- Cindy Li – Mathematics Extension 1
- Lucas Rusiecki – Mathematics, Polish Continuers
- Dariya Vovnenko – Ukrainian Continuers, Year 11 first in course
- Jacqueline Zhang – Mathematics Extension 1

Other achievements

**Sport : K-6**

2014 was an outstanding year of sporting excellence and sportsmanship for the junior school. We continued our wide variety of successful sporting programs and continued to look for new ways to engage students in sporting programs to develop their athletic abilities.

At the end of 2013, the Combined Sports Program was evaluated. Parents, students and teachers were asked for input to judge the effectiveness of the program in providing engaging and varied sporting opportunities that cater for the needs of students. Students expressed overall satisfaction in current sport choices. Swimming was identified as an additional area of interests as was the need to offer a non-fee sporting option. In 2014 a successful swimming program was introduced into the Term 1 and Term 4 sport choices, as was a non-fee option of house sport at school.

Over the course of the year students from Years 3-6 participated in a Combined Sports Program. In Term 1, students chose to compete in the Primary Schools Sports Association (PSSA) summer competition or school sporting options. The sports offered by PSSA were softball and cricket. We had two senior softball teams and one senior and one junior cricket team. The GoGo sports program continued at school with 30 students participating in one-hour sessions. In this program students received instruction from specially trained coaches in a range of fitness and sporting challenges such as boxing practice, trampoline fitness and skills, skipping and other high intensity cardiovascular workouts. Students learnt the benefits of fitness and were able to refine their skills in games and sports. A group of thirty-five students participated in the swimming program held at the National Centre Indigenous Excellence (NCIE). At the beginning of the program students’ ability levels were assessed. Some students were identified as beginners whilst others as advanced. Specific programs were developed by qualified AUSTSWIM coaches to cater for the needs of the groups.

In Terms 2 and 3, students chose to compete in the PSSA winter competition or school sporting options. Alexandria Park Community School entered one senior netball team and one senior and junior soccer team and one senior and junior Oztag team. Students also had the option to participate in tennis and basketball coaching as an alternative to PSSA. Jensen’s Tennis provided professional coaching to students at Alexandria Park Tennis Courts. Miss Wilson provided the basketball coaching.

The Combined Sports Program in Term 4 ran similarly to that of Term 1 with the addition of basketball. Terry Denzil worked with the junior school students with the hope to enter teams into knock out competitions in 2015.

Throughout the year K-2 was involved in a variety of engaging and fun sport options to develop their skills, agility and athleticism. These were inclusive of circuits, dance, gymnastics, soccer, basketball and various other games and sports delivered by class teachers. In Term 4 Kindergarten participated in a Learn to Swim Program held at NCIE. Specially qualified
AUSTSWIM instructors taught students valuable water safety skills. This program was very successful with students who were initially fearful of the water becoming more comfortable in joining lessons and with very capable students making great progress in developing their swimming skills.

The swimming carnival was a great success with 26 students in ages 8-12 selected to represent the school at the zone carnival. Lauren Young, Nicholas Pineiro, Andre Monteiro, Justin Xia and Dexter Todd were successful competitors making it through to compete at the regional carnival.

The K-6 cross-country carnival was held at the beginning of Term 2 with two separate events. The 5-7 year old races were in the morning with the 8-12 year old races held after lunch. All students were encouraged to participate despite ability or fitness levels. Younger students celebrated with a Teddy Bear’s picnic following the event. In ages 8-12, 32 students were selected to compete at the zone carnival held at Gough Whitlam Reserve. Lauren Young came first in the 11 years girls’ race and was awarded Senior Girls Champion. Nicolas Pineiro came 2nd in his race. At the regional competition, Lauren Young came 4th and continued on to compete at NSW State Championships.

At the athletics carnival, in ages 8-12, 42 students were selected to compete at the zone carnival. Irene Zhong, Marion Silk, Lauren Young, Justin Nonis, Callum Povey, Zach Sabatino-Morseau and Sebastian Wooldridge performed outstandingly and came 1st, 2nd or 3rd in their events and were selected to compete at the Regional Carnival.

Over the past three years APCS has made great progress in improving sporting opportunities for all students. By placing great emphasis on participation at all levels of school and class sports programs and competitions improved student outcomes in PSSA competitions are recorded.

### Number of Students selected for zone carnivals

![Graph showing number of students selected for zone carnivals]

**7-12 SPORT**

Alexandria Park Community School participated in a number of sporting competitions and events during 2014. Our year 7-11 sports program ran on Wednesday afternoons and was complemented by our participation in the Year 7 and 8 Eastern Suburbs zone grade competition, NSW CHS knock out competitions, zone gala days and our school, zone and regional athletics and swimming carnivals. The highlights of our sport program included:

- The U/15 girls’ basketball team progressed to the final 8 in the state knockout stage of the NSW CHS competition.
- Boys’ and girls’ basketball teams won the year 7 and 8 Eastern Suburbs zone grade competition.
- Twenty-five students participated in the zone athletics carnival, with Eri Kawada being the girls U/16 age champion. Nabill Khan was awarded the inaugural President’s award. Both Eri and Nabill went on to represent the zone at the regional carnival.
- The dance program, run by our Artist In Residence, culminated in a dance performance at the end-of-year presentation day.

**Music Programs**

In 2014 a class music program was again delivered to all students from Kindergarten to Year 7. The program develops the students’ musical knowledge, skills and understanding through participation in a range of activities in performance, organising sounds (composing), listening and using notation. The music studied was selected from a variety of contexts including Music of other Cultures, Australian 20th Century Art Music and Spooky Music.

“Music Count Us In” has become an annual event at APCS. All students from Kindergarten to Year 6 take part in performing the special song as part of
this national incentive. This year we had students singing, playing in the band, playing drums and other percussion, keyboards, ukuleles, guitars, xylophones and recorders and performing choreography in a joyous celebration of the importance of music in education.

All students in Stage 3 took part in a musical production “Rocks to Rap”, an integrated drama and music unit. The musical told the history of music through songs, dance and drama with each class producing and performing different segments of the musical. Rehearsals took place during class time and students were further engaged in activities such as costume/prop design and making, choreography, script writing and stage management.

The Vocal Ensemble, open to students from years 4-6 gave many performances of the National Anthem in Dharawal and English during the year. They also performed at local Harmony Day and CanTeen events and at the Centenary of Baby Clinics celebration. They sang at our school Sorry Day, Harmony Day and NAIDOC events and led the singing at our “Music Count Us In” event.

The Middle School Band performed at the Alexandria Fair in March and performed the National Anthem a number of times during the year. Our brass players performed a moving rendition of the Last Post at our NAIDOC assembly. We were incredibly fortunate to have Paul Goodchild from the Sydney Symphony Orchestra mentor and play with our students on the day. Some band members performed as part of the Rocks to Rap Orchestra, learning and performing live the accompaniments to all the songs in the show. The band provided the live backing for our “Music Count Us In” song performance, in addition to performing a set of their favourite repertoire for the audience.

Many students from years 3-6 took up the challenge of participating in our school talent quest “The AleX Factor”, revealing a range of talents in singing and instrumental performance, comedy and magic tricks. We were delighted to have as our judging panel Timomatic, Paul Goodchild, rising star Latifa and Don Spencer, the much-loved songwriter and performer.

A number of our students participated in the Australian Children’s Music Foundation National Songwriting Competition, showing great initiative and musical skill in composing and recording their own original compositions.

The high school band program continues to develop. In 2014 twenty students from Years 7 – 11 were part of the program and formed two bands. The bands had the opportunity to perform for the school community on three occasions, the NAIDOC day ceremony, Presentation Night, and a fete celebrating the 60th anniversary of the Kindergarten Union John Carroll preschool in Surry Hills. In 2015 the bands will work with the artist-in-residence partnership program with Carriageworks where Microwave Jenny will mentor the students. This will help students gain professional experience in performing and the making of music clips.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal Education**

APCS continues to strive to strengthen our partnerships with local Aboriginal community and organisations. Research carried out this year by Sydney University, in conjunction with the Inner City Aboriginal Education Consultative Group (AECG), showed that Aboriginal families are generally satisfied with how the school meets the needs of Aboriginal students and their families as well as our connections with our local community.

Organisations such as the Babana Men’s Group, Carriageworks, the Tribal Warrior Association and GrainCorp NSW have continued their great support of the school, partnering in Aboriginal education programs and initiatives.

**Our National Aboriginal and Islander Day of Celebration (NAIDOC)** was a great day of connection, with over 600 people attending the school’s celebrations. NAIDOC’s theme was *Serving Country: Centenary and Beyond*. APCS recognised Indigenous peoples who had served their country by displaying photos and stories around the school. The NAIDOC concert began with a stirring rendition of the Last Post, with several students and Paul Goodchild, from the Sydney Symphony Orchestra, performing on trumpets. The choirs and bands performed songs with a military theme. Our guest speaker was Harry Ally, an Aboriginal serviceman for over 40 years who spoke of his experiences as an Aboriginal man in the armed forces. This was followed by a Q and A forum, in which students asked questions of Harry and other Indigenous Armed Forces personnel.
Socio-economic background

Funds targeted for the support of students for low socio-economic backgrounds were used at APCS to strategically and confidentially increase student participation and engagement through inclusive opportunities for additional experiential learning.

With the introduction of the BYOD policy students from low socio-economic backgrounds can be provided with a school laptop to ensure equity in technology for learning.

Aboriginal background

APCS remains committed to meeting the needs of Aboriginal and Torres Strait Islander students. Data collection and school-based research helps inform the many innovative and engaging programs we continue to offer to support and enhance learning, engagement and achievement.

In 2014 APCS was allocated $177,051 for the targeted support of students from Aboriginal backgrounds. 77% of these funds were expended on the employment of Aboriginal Equity Staff (Aboriginal Education Officers) and learning assistance. The additional funding was used to support programs and initiatives for Aboriginal and Torres Strait Islander students across the school. Such programs included in-class learning support, the AIME mentoring program, gifted and talented programs, NASCA, and speech therapy for students in K – 4

The speech therapy program targeted Aboriginal students from Kindergarten to Year 4 and strengthened the previous success in improving vocabulary development and oral expression in students. Although the program will not continue in 2015, staff received ongoing professional development enabling the strategies used in the program to improve student language to be carried on in classrooms.

National Aboriginal Sporting Chance Academy (NASCA) Program

2014 was another busy year for the students involved with NASCA. Throughout the year students were introduced to a wide range of activities, some of a physical nature and others aimed around personal development. Many of the activities run were designed to have an ongoing benefit for the students involved.

In Term 1 the students were exposed to a number of traditional Indigenous games over a three-week period. This was a great way to start the year and build upon their cultural awareness. Throughout this term NASCA ran a number of mixed sport sessions including indoor soccer and Oztag. NASCA delivered a nutritional workshop to the students and introduced them to a personal trainer who put them through their paces. Term 2 was a busy one with exams and a number of special activities for the students. Firstly was the NSW Netball coaching accreditation course. This certificate allows students to gain employment coaching a team on weekends or afternoons. This ran for four weeks and it was great to see everyone getting involved and participating the entire time. Further sporting activities took place and the students were taken to sky zone for the chance to bounce around and unwind whilst participating in an alternate form of fitness. This term also saw our three-day, two-night camp at Wisemans Ferry. Thirty students and five staff members went out and had a great time bonding and participating in activities such as archery, canoeing, raft building and abseiling. Term 3 saw the Sydney Story Factory start to plan the NASCA yearbook, a career day at the National Centre for Indigenous Excellence (NCIE) and more sport. Term 4 saw our students participate in an extensive number of art workshops and more literacy work with the Sydney Story Factory. Our final big excursion for the students and probably the crowd favourite was the NASCA trip to Wet ‘n’ Wild. Forty students attended this trip and it was great to see students forming friendships and having a great time. NASCA is proud of the achievements of all the students involved with the program and are looking forward to working with APCS and all the students in 2015.
Yarn Up

Yarn Up is a program providing opportunities for Aboriginal students in Years 5 and 6 to develop skills in public and impromptu speaking. Miss McLeod organised the program with students Eden Timbery, Rhamain Dyer, Zach Sabatino-Morseau, Emma Comninos, Sebastian Wooldridge, Deanne Smith, Oki Penrith and William Johnson all participating.

Students attended a workshop held at the Powerhouse Museum where they learnt techniques to help them write speeches and to speak confidently in front of an audience. Later, at a development day at the Legislative Assembly Parliament House NSW they had the opportunity to practise some of the skills they had learnt and to start to write their speech. On the presentation day school principals, parents and community members were invited to watch the students perform their speeches. Eden, Zach, Sebastian, Oki and William completed the program. They had worked hard to prepare a speech on a topic that inspired them. They used the skills they had learnt to speak clearly and confidently and can be proud of what they achieved.

GrainCorp Aboriginal Art Competition.

Aboriginal and Torres Strait Islander students from APCS joined other students from local high schools in the GrainCorp Aboriginal Art Competition. The students’ artworks were auctioned online with the proceeds from the sale of the artworks donated back to the school. A publication featuring the artworks was donated to the school.

Emily Turner’s painting for the GrainCorp Aboriginal Student Art project

Other significant initiatives

Multicultural education and anti-racism

APCS ensures that students have access to quality teaching and learning experiences which are inclusive and which celebrate the richness of the multicultural nature of the school community. In 2014 we focused additional energies on an intensive review and update of the school’s English and Additional Languages/Dialects (EAL/D) policy. The evidence-based changes made as a result included further improvements in procedures at office, classroom and whole-school levels to ensure consistently high-quality communication and support for all students and families from EAL/D backgrounds. These improvements aligned to a key message of the updated policy; that language is the most influential tool in empowering students.

An initiative of note has been the introduction of volunteer student ambassadors. These student leaders received instruction and support to assist newly enrolled EAL/D students at our school. The ambassadors, fluent in at least two languages led the first stage of student enrolment for EAL/D students. Other roles include acting as interpreters for students, familiarising them with the school environment, and providing ongoing mentoring support, as needed. The initiative was highly successful and student ambassadors have
been recognised for their outstanding leadership. The scheme reflects the school’s valuing of multilingual skills and the importance of providing an inclusive introduction to EAL/D students who are new to the school.

The introduction of the NSW Syllabus for the Australian Curriculum English provided an avenue to intensify already embedded intercultural understandings and multicultural perspectives into classroom experiences. An example was in the study of the Jeannie Baker picture book *Mirror* in Stage 3. This book supports the school’s focus on helping students learn about cultural similarities and difference, make sense of world conflict and ensure that students of all religions and cultural backgrounds feel safe and welcome at APCS.

**Harmony Day**

As a diverse school community founded on respectful relationships APCS regularly celebrates all that our mosaic of student backgrounds and experiences bring to it. Our community event for Term 1 was the celebration of **Harmony Day**.

In keeping with the theme *Everybody Belongs*, our Harmony Day celebrations saw students dressing in their national costume, a formal assembly hosted by our junior school captains and a cake stall, run by our P&C with foods from many cultures. At the assembly the school choir moved the audience with their rendition of our National Anthem in Dharawal and in English and their performance of John Lennon’s *Imagine*. Students from Kindergarten to Year 7 spoke eloquently about what Harmony Day means to them. The assembly finale was the dance performance of 5/6 S who had choreographed a movement piece that combined dance and movement from across a number of cultures. The day concluded with a range of harmony themed activities in classrooms.

**Multicultural Perspectives Public Speaking Competition**

Every year students at APCS have the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. This is a fantastic program, which helps to promote public speaking skills and multiculturalism in our school community. The school final was held in the Denzil with ten students from Years 3 to 6 selected to represent their class at the school final. These students were: Jack Mashman, Mariana Horta-Vieira, Wan Yi Lai, Gregory Kokkinis, Eden Timberry, Angela Yu, Deni Kokkinis, Irene Zhong, Grace Carey and Emma Comninos. They presented excellent and interesting speeches, and are congratulated on their ability to speak in front of a large audience. From this group of students, Grace Carey and Deni Kokkinis were chosen to represent Year 5 and 6 at the Zone final. Additionally, Wan Yi Lai and Jack Mashman were selected to compete in the Years 3 and 4 section of the Zone final. The confidence these students displayed whilst presenting was inspiring. It was so fantastic to see the students proudly representing APCS. They are all congratulated on their excellent efforts in the 2014 Multicultural Perspectives Public Speaking Competition.

**Speech Pathology Program**

In 2014, the Speech Pathology program at APCS continued to provide valuable support to student learning. Similarly to 2013, speech sessions occurred every Tuesday and focused on Kindergarten to Year 5. A strategic emphasis was placed on whole class sessions, which allowed the teachers and Learning Support Staff to observe and participate in assisting with the implementation of activities. This built the knowledge and expertise of both teachers and Learning Support staff to implement these activities into classroom practice whether a speech pathologist is present or not.

In 2014, the speech pathology program included:

- Referrals and assessments
- Provision of screening data
- Withdrawal groups targeting the development of sounds (Phonological Awareness) and language
• Whole class sessions focusing on Kindergarten to Year 5
• Teacher professional learning in context
• Provision of activities to use on the smart board
• Strategies and resources to teachers and LST.

**Communications & Community Engagement Strategy**

As part of the implementation of the 2014 school plan, the position of Director, Communications & Engagement was established. The key aspects of this role were the evaluation and streamlining of current communication systems, and the development of clear, accessible and resilient whole-school promotional and planning strategies and materials.

Regular meetings with the principal, school executive, P&C Association executive, staff, students, parents and the Schools as Community Centre Co-ordinator ensured these tasks were undertaken with authentic consultation with key stakeholders to ensure representation, relevance, ownership and sustainability. Subsequent outcomes included the:

• Evaluation and re-launching of the school’s website to include a translation tool, class report section, detailed calendar, increased parent input and synchronised information release across other popular platforms such as newsletters, class emails, school notes.
• Development and implementation of streamlined systems for information and image collation for various promotional purposes.
• Development of a more engaging, dynamic, student-centred and whole-school newsletter, including the release of this document electronically via email to parents, carers, local schools, organisations and businesses.
• Negotiation of a 2014 school sign and message identification timetable synchronised to major events across the school community in a timely manner.
• Updating and streamlining of the Kindergarten Orientation program and its promotional and organisational materials.

• Delivery of updated Year 7 and Opportunity Class information sessions and related materials for parents and students.
• Development of an updated K-4 information booklet.
• Facilitation of an extensive focus group consultation to inform the development of the 2015-17 school plan including 168 participants and over 783 responses from students, staff, parents, community agencies and local Aboriginal community leaders.
• Development of renewed school purpose and vision statements in addition to the identification of key strategic areas and the articulation of the purpose and practice of these areas.
• Creation of a draft school prospectus document (to be professionally published in 2015) for the promotion of the school to the local and wider community in alignment with its proud past and current reinvigoration.

**Student Leadership**

The Junior Student Representative Council (SRC) continued to serve their school community at a range of school events such as Harmony Day and Kindergarten Orientation Day. The SRC were involved in a playground improvement consultation process. Students identified a desire to have a giant chess set available for student use. Consequently, this was purchased by the SRC and the giant chess set will be an exciting new addition to the playground. The Junior SRC represented their peers in a range of areas. There were several student issues that arose over the course of the year that were negotiated with staff members and resolved. There were also a number of improvements that took place as a result of student consultation. The main SRC fundraiser in 2014 was for the Indigenous Literacy Foundation. Students worked with Miss Young to organise a range of competitions and events, including a mufti day, to raise money for this worthwhile cause.

The Senior SRC consisted of two members from each class group in Years 7 to 10 and three members from Years 11 and 12. These students helped voice the opinions and concerns of the student body and were able to fundraise and create exciting events for our school community. Events such as the Easter Bunny chocolate drive, NAIDOC day and school carnivals were a huge
success with all members partaking in the planning and implementation of these events. Suggestions were voiced and we are proud to say that many concerns were achieved including improvements to the senior campus such as re-opening the windows, air conditioning and painted rooms. In 2015 the SRC are working towards establishing improved learning environments and continuing efforts for fundraising and strengthening community action.

The Interact Club

The Interact club is Rotary International’s service club for young people aged 12-18 years old. Each Interact club is sponsored by individual Rotary clubs, providing support and guidance, but the Interact club remains independent and self-governing. The APCS Interact Club is a student body with students ranging from years 8-12, who come together to tackle issues in the community and the world. At present, we have 31 club members and always welcome new members throughout the year. The club is required to carry out at least two major projects a year. One of the projects is to assist the school or the local community and the other is to promote international understanding. By participating in these projects students are able to build networks and learn the importance of developing leadership and communication skills and demonstrating goodwill and respect for the community. During 2014, the APCS Interact club decided to focus on youth homelessness in the local area and collect clothes for the Sing Buri orphanage in Thailand. Both projects were successful, with the club being able to raise funds to donate to the Oasis Youth Support Charity that operates in Surry Hills and collect a vast collection of clothes from the school community to send across to Thailand.

Library Report

APCS libraries began their transformation in 2014. The junior and senior libraries were combined into one school library located on the junior campus. The APCS library aims to maintain its current program that encourages students to read widely and fosters information literacy in our students helping them become skilled lifelong learners of the 21st century.

We celebrated Australian Children’s Book Week with a book fair, book parade and a book swap event that supports Indigenous literacy in remote areas of Australia. We raised $300 for the Indigenous Literacy Foundation and $454 for our school library.
We widened our services by opening daily both lunch times and providing activities including a chess day, cards day, quiz day and movie day. We established a middle school homework centre for students in Years 5-7 every Wednesday 2:30pm – 5pm and began termly orientation lessons for Year 7 - 12 classes.

In 2015 we will revitalise our library’s current site with the beginning of a three-year plan. This includes the creation of an even more user-friendly learning environment by opening up the middle area of the current library for a circulation enquiry centre as well as installing museum like cabinets at the entrance foyer for displaying school archives and showcasing student work in the future.

**Alexandria Park Community Centre**

During terms 1, 2 and 3 this year Alexandria Park Community Centre has welcomed 494 known participants. Twenty three percent of those participants regularly participated in activities at the Community Centre.

Of the participants, it was known 328 were mothers, 44 were fathers, 28 were grandparents, 12 were carers and 8 were others. Of the known participants 9% were Aboriginal or Torres Strait Islanders and 49% were from culturally and linguistically diverse backgrounds. The highest percentage cultural groups were Japanese, Chinese, Russian, Indonesian and Korean.

Of the participating children 312 were aged 0-3 years, 125 were aged 3-5 years and 55 were aged over 5 years. Six of these children had identified additional needs, although more children were seen as having additional needs.

Throughout the three terms there were thirteen various activities where participation could be tracked. The activities offered were weekly programs, parenting programs, training programs and community events. Participation has been as follows; 326 participated in one activity, 97 participated in two activities, 39 participated in three activities, 28 participated in four or more activities.

Twenty-nine people volunteered at the Community Centre, usually for playgroup, the clothing and equipment swap or a community event. The Multicultural Playgroup has had a speech therapist from LifeStart attending fortnightly and the Preschool Playgroup a social worker from health attending weekly. The Community Centre received 178 individual donations of toys, books and household items which were redistributed to local families.

In 2014 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.
• The Smith Family Learning for Life Program.
• Aboriginal Education Council.
• A part-time Community Pediatrician and Ophthalmologist 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.
• Mount Carmel Playgroup for 0-5 year olds.
• Multicultural Playgroup (with visiting speech therapist from LifeStart in term 4).
• Alexandria Park General Playgroup for 0-5 year olds.
• Alexandria Park Preschool Playgroup for children aged 3-5 years.
• Toy Library including parenting books.
• Booktalk – free pre-loved children’s books and books for adults.
• Family Food Co-op.
• Clothing & Equipment Swap.
• Alexandria Community Garden.

Additional programs run in partnership with other local government and non-government organisations included:
• Circle of Security Parenting program.
• Bringing Up Great Kids parenting program.
• Kids & Blokes training program.
• Three “Playgroups in the Park” family fun days held in Redfern Park.
• Family Cultural Days on Waterloo Green.
• Redfern Neighbourhood Day.
• Summer on the Green.
• Family Culture Day Christmas Celebration at Redfern Community Centre.
• Weekend permaculture courses provided by Milkwood Permaculture.

The Preschool Playgroup contributed to increased enrolments for Kindergarten in 2015 with 60% of the enrolments having participated in some of the Community Centre activities.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include an evaluation by school teams of four key programs:

1. The Learning and Support Team (LST) K - 12
2. Positive Behaviour for Learning (PBL) K - 12
3. Drop Everything and Read (DEAR) 7 - 12
4. Technology K - 12

Learning and Support Team (LST)

In Term 1 of 2014 the LST surveyed staff to gather data around its functions and effectiveness. Data indicated that staff wanted the process from pre-referral to post-referral streamlined from K - 12. Staff indicated that there was confusion as to whether a student referral fell under the umbrella of Learning Support or Welfare.

The LST engaged the support of the Learning and Engagement Officer to assist it to review the organisational structure and procedures of its teams (junior and senior campus) and the school’s welfare team. The result of the review was to:

• Modify the steps in the learning support referral process.
• Combine the two LST teams into one whole school K – 12 team to meet weekly.
• Disband the K – 12 Welfare Team and carry out the business of the K – 12 welfare team within the structure of the K – 12 LST.

• Report K – 12 LST business to executive at weekly executive meetings, with executive reporting to class teachers at cluster and faculty meetings.

The new structure was trialed during 2014. Although post-survey data indicated an increase in satisfaction in LST communication procedures, the LST will make further adjustments to the delivery of learning and support in 2015:

• Separate junior and senior meetings on a weekly or needs basis

• A whole school meeting once a fortnight.

• Welfare team to meet once a month to ensure ongoing communication between year advisers and the LST.

• Review and rewrite the LST policy and procedures

• Streamline access to LST pro formas, student plans and minutes to LST meetings by setting them up on Sentral

• Communicate directly back to the staff member who referred a student, through Sentral, and report at executive meetings.

• The LST will instigate the above adjustments during Term One 2015 and collect data in Term Two to ascertain the success of the adjustments.

Positive Behaviour for Learning

APCS introduced Positive Behaviour for Learning (PBL) program in 2011. 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. This model can be applied across all years of schooling, K–12, and in all curriculum areas.

In 2014 it was decided that there was a need to revitalise the program. The newly formed PBL team surveyed staff, students and parents about our behaviour management system, the current implementation of PBL and improvement strategies focusing on their knowledge and understanding of PBL, APCS PBL values, student behaviour issues and improvement strategies.

Fifty percent of parents surveyed were aware of PBL and 79.6% believe APCS is a very good to outstanding example of a safe, respectful, learning community.

Forty-nine percent of students surveyed were aware of PBL and 26% believe APCS is a very good to outstanding example of a safe, respectful, learning community.

Ninety-two percent of teachers surveyed were aware of PBL and 43.2% believe APCS is a very good to outstanding example of a safe, respectful, learning community.

From the information collected in the surveys and focus groups our PBL team has developed a PBL action plan to be implemented in 2015.

Drop Everything and Read (DEAR)

In 2014, the literacy team under the leadership of the Head Teacher English reviewed the high School DEAR program. The team reviewed the program in terms of the extent to which DEAR contributes to reading outcomes for high school students.

The program review included staff and student surveys, focus group interviews and observations of DEAR groups in action.

An equal number of staff responded ‘important’ (35.7%) and ‘not at all’ (35.7%) to the question “Do you find that DEAR is important to your students?” Similarly 42.8% of staff said their students were somewhat engaged in silent reading during DEAR and 42.8% said their students were not at all engaged in silent reading. Only 50% of staff believed DEAR possibly
encouraged students to become engaged readers with 35.7% of staff saying that it didn’t contribute to reading engagement.

Of the students surveyed only 36% said they enjoyed reading silently during DEAR and a significant 70% admitted they were not focused during DEAR. Thirty-eight percent of students admitted to pretending to read during DEAR and only 33% felt it helped them become more interested in reading.

As can be seen results from both staff and students strongly indicate that DEAR did not contribute to students’ reading. NAPLAN reading results are very strong but there is no evidence to support that DEAR contributed to reading results.

In 2015 the high school DEAR program will be abolished. In its place a wide-reading program housed within the English curriculum will be implemented in Years 7 – 11. Reading progress will be tracked for all students in Years 7 through to 11 and will form a substantial part of student assessment in English.

Technology

During 2014 the technology team undertook an audit of all ICT within the school. Part of the audit was a health check and report on all of the schools Interactive Whiteboards (IWBs) and data projectors. The projectors were serviced and replaced where needed and two classrooms received new data projector installations. In preparation for the migration to the eT4L server, all equipment was examined to determine whether it met the minimum specifications required. As some of the technology within the school was up to ten years old and non-compliant with the new server, desktops and laptops were purchased as replacements for aging equipment.

The upgrading of the school's Local Area Network (LAN) increased the network capacity, ensuring that the network accommodates the bandwidth needs of APCS. Seven-gigabit switches were installed and sections of the network rewired to create a gigabit backbone, ensuring the network could operate at maximum speed and bandwidth.

DEC wireless networks were upgraded in order to prepare for the large number of student devices being introduced to the school network in 2015 when the school's BYOD program is implemented.

The commissioning of the eT4L server has allowed student and staff access to Learning Tools including a Software Catalogue and Microsoft Office 365. One of the major advantages of this new server has been the increase in school's ability to seamlessly support and maintain computers and other equipment on the school network and the capacity to run the Windows 7 and 8 operating systems across the school (previously Windows XP). A new, more powerful uninterruptable power supply (UPS) was installed which has safely protected the server and other equipment mitigating any damage or incurring replacement and repair costs during power spike, surges, blackouts and brown outs. The new eT4L server services both the junior and senior campuses as the two sites are connected by 400 metres of underground fibre optic cables. The eT4L server has resulted in a more efficient working environment.

Early in 2014 the technology team also undertook an audit of systems within the school. The school had several different independent systems that were used to monitor student behaviour, reporting, timetabling and attendance. None of the systems proved to work effectively as the software did not communicate across platforms, often resulting in the repeated input of data. In Term 3, the school made the decision to replace the existing systems with Sentral, a web-based suite of software designed for the K-12 school environment. The Sentral system has provided a single comprehensive interface for the management, tracking and reporting of data for school administration, online learning, resource booking and student management. With the support of strong professional development, one module was implemented in Term 3 – student wellbeing and one in Term 4 – roll call attendance. In 2015 student rolls will be marked each period electronically using the PXP module, Sentral Reports will be implemented and a Student/Parent portal will further improve communication with the school and home.

At the end of 2014 our school’s ‘Bridging the gap between digital and social divide’ K-12 laptop program ended and is replaced by the ‘Bring Your Own Device’ (BYOD) Program. The technology team developed the school BYOD policy which includes a User Charter that specifies how a student’s device is permitted to be used at school. The school has produced a BYOD guide for parents outlining recommended devices and...
the minimum specifications required for devices to function on our school network. In order to provide a cost effective BYOD solution for students, the school will be selling refurbished Lenovo Edge 11 laptops to students. These laptops will come with a fresh installation of Windows 7, Microsoft Office 13 and Adobe CS6. For equity reasons the school will provide a pool of laptops available for students to borrow during the school day if required.

Future directions in 2015 will be the training of staff and students in the use of Google Apps, Edmodo and My E diary, and parents in the use of the Sentral Parent Portal. In 2015 there will be an update of technology in the library in preparation for implementation of the Oliver v5 – a knowledge, content and library management system. With Oliver v5 our school will have the ability to deliver web-based and mobile access to our library, facilitate engagement with digital and physical resources, integrate with curriculum-based virtual learning environments, offer deep digital integration with third-party eBook aggregators, provide a platform in keeping with the department’s commitment to great teaching and inspired learning for every student and every school. The school is planning to purchase several 3D printers to be located in various KLAS across the junior and senior campuses.

School planning 2012-2014:

School priority 1

Literacy - focus on reading in 2014.

Outcomes from 2012–2014

Increased levels of overall literacy achievement for every student.

Increased levels of overall literacy achievement for Aboriginal students.

Evidence of achievement of outcomes in 2014:

- More than 98% of students achieved at or above the national minimum standard in reading. Reading results for years 3, 5, 7 and 9 were above state average. The 2014 target of 87% was exceeded.
- 87% of year 5 students and 86% of year 9 students are at or above the national proficiency level in reading. These results were above the state average. However, the results in year 3 (79%) and year 7 (75%) did not met the 2014 target.
- 93% of Aboriginal students achieved at or above the national minimum standard for reading which far exceeded the 2014 target of 69%.
- 59% of Aboriginal students achieved at or above the national proficiency level in reading which exceeded the 2014 target of 48%.

Strategies to achieve these outcomes in 2014:

- Speech therapy program in the early years of education.
- Implementation of the recommendations of the 2013 EAL/D program review.
- Evaluation and implementation of an improved learning and support referral process and classroom adjustments to support teaching.
- Teacher professional learning in the use of data (Best Start, PLAN) and collaborative planning for the explicit teaching of literacy.
- Review of the role of the Aboriginal Education Resource teacher (AERT) to focus on a learning and engagement program for Aboriginal students in the early years.

School priority 2

Numeracy

Outcomes from 2012–2014

Increased levels of overall numeracy achievement for every student

Increased levels of overall numeracy achievement for Aboriginal students

Evidence of achievement of outcomes in 2014:

- More than 97% of students achieved at or above the national minimum standard in numeracy. Whilst the 2014 target was not achieved this result was an increase of 1% on the 2013 results.
- 81% of students achieved at or above the national proficiency level in numeracy. These results were above the state average and exceeded the 70% target set in 2014.
• 86% of Aboriginal students achieved at or above the national minimum standard for numeracy. The 2014 target of 95% was not achieved
• 57% of Aboriginal students achieved at or above the national proficiency level in numeracy exceeding the 2014 target of 24%.

Strategies to achieve these outcomes in 2014:
• Speech therapy program in the early years of education.
• Implementation of the recommendations of the 2013 EAL/D program review.
• Evaluation and implementation of an improved learning and support referral process and classroom adjustments to support teaching.
• Teacher professional learning in the use of data (Best Start, PLAN) and collaborative planning for the explicit teaching of literacy.
• Review of the role of the Aboriginal Education Resource teacher (AERT) to focus on a learning and engagement program for Aboriginal students in the early years.

School priority 3
Student Engagement & Attainment
Outcomes from 2012–2014
Improvement in student attendance and retention rates.
Improvement in community engagement and communication.

Evidence of achievement of outcomes in 2014:
• Student attendance years 1 – 10 in 2014 was 91%. This represents an increase of 4% over 2012 – 2014. The attendance target of 91% in 2014 was achieved.
• Student retention in Stage 6 in 2014 was at 90% which exceeded the 2014 target of 73%.
• Improvement in community engagement and communication is evidenced in the increase in student enrolments of 19.7% in 2014.

Strategies to achieve these outcomes in 2014:
• Employment of a Director of Communication and Community Engagement.
• Improved communication between the school and home eg SMS messaging, use of email, revitalization of the school website.
• Strengthening of the Student Engagement and Retention program (SEARS).

Parent/caregiver and student satisfaction
In 2014, the school sought the opinions of parents and students about the school.
In Term 4 of 2014 students in Years 3 – 12 were also asked to complete the Quality of School Life Survey.
The Quality of School Life (QSL) survey was developed by the Australian Council for Education Research (ACER) and is used in NSW public schools to develop a better understanding of the factors that affect students. This data will be used at APCS to improve student satisfaction with the school.
The first three graphs are the results for the primary students showing that the students are very satisfied with their schooling at APCS with well over 90% agreement with their opinion of the general quality of school life and the teaching staff. The other scales are also high for this cohort and the negative affect scale is at about 20% which is par for a primary school.
The second graph is the results for the secondary students. The secondary cohort is also positive about their attitudes to schooling but is lower than the primary cohort, which is to be expected. Secondary students reported greatest satisfaction in the relevance of their schooling and their sense of achievement.

During terms 3 and 4, 152 students, staff, parents and community partners were engaged in a series of forums to collect 756 qualitative responses to key questions about the school’s shared purpose, goals, targets and priorities. This data has been directly used for evaluation and the development of future directions which have been articulated in the School Plan 2015 – 2017.

### Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

It has been compiled following extensive and explicit consultation with the school community throughout the second half of 2014. An independent facilitator undertook a series of
interactive forums with 152 students, staff, parents and community partners. 756 qualitative responses were collected and presented back to stakeholders as feedback trends about future directions, shared purpose, agreed targets and collaborative goals.

The three key strategic directions of the 2015-17 School Plan have been identified as:
1. Achieving and aspiring students
2. Teaching, learning and innovation
3. An engaged and connected K-12 community.

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.

Diane Fetherston - Principal
Julie Myers - Deputy Principal
Glen Kingsley - Deputy Principal
Lucy Hetherington - Staff Representative
Amanda Mcleod - Staff Representative
Jane Ryan - Staff Representative
Nahida Jamal - Staff Representative
Julie Strachan - Staff Representative
Thea Wilson - Staff Representative
Leanne Winfield - Staff Representative
Adrian Johnson - Staff Representative
Laura Medway - Staff Representative
Rochelle Foley - Staff Representative
Joanne Taranto – Staff representative
Jo Fletcher-Community Centre Representative
Leanne Seddon – Parent Representative
Trent Dywer – NASCA teacher

School contact information
Alexandria Park Community School
Ph: 9698 1967
Fax: 9319 5007
Email: alexparkcs-c.school@det.nsw.edu.au
Web: www.alexparkcs c.school.nsw.edu.au
School Code: 8556

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