School context

Alexandria Park Community School, a comprehensive K-12 school servicing a culturally and socio-economically diverse community, has an enrolment of 470 students, including 16% Aboriginal and Torres Strait Islander students and 72% students from a non-English speaking background.

Our students bring a multitude of dynamic personal and educative experiences into the school environment and there are strong programs to support the diverse learning strengths and needs.

Alexandria Park Community School 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.

The school is in the final year of the National Partnership on Low Socio-economic Status School Communities initiative.

Principal’s message

2013 was an exciting and successful year for Alexandria Park Community School in many areas.

In my first year as the Principal it has been a privilege to be able to work with such an outstanding team of teachers and support staff, talented and engaged students, enthusiastic and passionate parents, carers and community members, who work together to make our school such a happy, harmonious and productive educational environment.

Our school motto of ‘Community, Opportunity and Success’ is embedded in the programs that are implemented by our dedicated professional staff, the support of our P&C and the participation, hardwork and outcomes that have been achieved by our students.

In 2013 Alexandria Park Community School celebrated its 10 year anniversary and in a community driven birthday party carnival we paid our respect to our past and gave tribute to the community who has for the past decade worked tirelessly to create and strengthen the culture and success of our school, our community and our achievements.

In 2013 the achievements of the school were recognised when Alexandria Park Community School was awarded a ‘Director General’s Award’ for improving student learning.

Alexandria Park Community School has come of age and our successes and achievements are evidenced in our 2013 Annual School Report. Enjoy reading of our outstanding value-added NAPLAN results, excellent HSC results, innovative and engaging educational programs, continued improvements in attendance statistics, and dynamic support from our P&C and local community.

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

P & C message

It’s been an exciting year for the school with the appointment of our Principal Diane Fetherston and Deputy Principal Secondary, Mr Glen Kingsley, and they both have the same clear vision for our school. The P&C have already established a very close working relationship with them and look forward to working together for the many years ahead.

The P&C monthly meeting attendances are steadily increasing and continue to include parents from both the Senior and Junior Campuses.
Our meeting numbers have grown in members regularly attending meetings, and at the end of 2013 we have 76 P&C members, with new parents and community members always welcome. Meetings are held at 6:30pm on the last Wednesday of the month on the Junior campus.

To kick off the year we hosted a Welcome BBQ for all new parents and students. Due to the nature of the school having intakes at Kindergarten, Year 5, and Year 7 and from all over Sydney this was a great way to live up to our 'Community' name.

Our main efforts as a group have continued to focus on improving the grounds of the school to provide a more welcoming environment for students, teachers and the community. Weeding, de-cluttering, rubbish removal and new plantings opened up new areas on the Junior Campus. Bunnings were a valuable supporter providing plants and help with rejuvenating the frog pond area near the K-4 rooms. The School is looking better than ever with continual improvements aiming to instill a sense of pride in the School from both the students and the surrounding community.

We supported a proposal to re-define the catchment boundaries making us “the public high school” option for Inner City students that will also result in rising student numbers and more curriculum opportunities. We have also worked to raise the profile of the school in the wider community in an effort to have resources put into reconfiguring transport options and instigating capital works on the Senior Campus. We met with the State Member for Heffron Mr Ron Hoenig MP, Sydney Member for Sydney Mr Alex Greenwich and initiated contact with Dr John Kaye Greens MP who were all impressed with our students and the opportunities available in such a unique learning environment.

Another major initiative was to introduce the Commonwealth Bank ‘Dollarmites Program’, which was a huge hit with the kids and brought many new parents into the P&C Office enabling more connections to be made. Banking operates from 8:30 – 9:30am in the P&C room on the Junior Campus every Friday. The kids learn about saving from an early age and the school benefits from commissions from the bank.

School Banking also gave us the opportunity to network with the parents at the Community Centre via their Friday morning transitional playgroup and new members were welcomed to the P&C.

Fund raising is still in its infancy with our major strategy being BBQs at Alexandria Summer Fair, the Federal Election and on a very wet and cold day at the new Alexandria Bunnings store. We additionally sold Entertainment Books and coordinated the Woolworths Earn & Learn Program and were subsequently able to purchase sporting equipment and craft supplies for the school. These activities will again continue throughout the year ahead with some exciting new plans for a larger scale event in the pipeline. Thanks to the businesses who contributed including Crave Coffee, Establishment 218, The Hardware Store, Coates Hire, City East Community College and Alexandria Roofing.

A group of parents undertook Education Panel Training and are qualified to sit as members of recruitment panels for new staff appointments. We have already had parents participate in the recruitment of numerous staff, this is a great way to contribute and have a voice in the educational outcomes of our children.

The P&C were again on the BBQ at the 10 Year Birthday Celebration with thanks to the Babana Mens Group who kindly donated the food for the day. We also nominated for the re-naming of the School Hall to be now known as “The Denzil”. This is a mark of respect to our local Community member Mr Terry Denzil who was heavily involved with setting up our K-12 school and is still a very active member of our school community through P&C and sport.

We have also implemented a trial Class Parent Representative for the K-2 classes. This worked well and will expand to other years. This has the parent representative meeting with the teacher and emailing the class letter to communicate relevant information.

A P&C calendar has now been implemented and we have a full schedule of activities planned for 2014. Whether you’re a champion fundraiser, super organiser, love to get your hands dirty weeding or cooking, love the whir of a whipper snipper, there is always a way to help out. You meet other parents and your help is always needed and greatly appreciated.

Many thanks to all our P&C members who have donated their valuable time. A special thank you...
to our talented office bearers Yvette Edgell, Arna Rathgen, Libby Scherrer and Joasia Gajda. Your continued support is greatly appreciated. It’s a privilege to be involved in such a dynamic and diverse school and I am sure we are all looking forward to the coming years as enrolments continue to rise and we welcome more people to our community.

Leanne Seddon – P&C President 2013

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

Alexandria Park Community School is a K-12 school averaging 458 students over the school year. In 2013 there was an increase in student enrolments of 17%.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>155</td>
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Student enrolment profile K-6

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Student enrolment profile 7-12

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<th>2011</th>
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<td>75</td>
<td>91</td>
<td>91</td>
<td>95</td>
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Student attendance profile

Student attendance for K-6 remained stable from 2012 to 2013 at above 92%. Student attendance for 7-12 improved significantly from 87.8% in 2012, to 92.6% in 2013. 2013 attendance targets were achieved. 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.

K-6

<table>
<thead>
<tr>
<th>Year</th>
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State DEC

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<tr>
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<tr>
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</tr>
<tr>
<td>5</td>
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<td>95.6</td>
<td>95.5</td>
<td>95.3</td>
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</tr>
<tr>
<td>6</td>
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<td>94.8</td>
<td>94.8</td>
<td>94.7</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.2</td>
<td>93.7</td>
<td>95.4</td>
<td>95.4</td>
<td>95.1</td>
<td>95.6</td>
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</table>

K 94.3 94.7 94.7 94.3 95.0
1 93.7 94.2 94.2 93.9 94.5
2 94.0 94.4 94.2 94.2 94.7
3 94.1 94.5 94.4 94.4 94.8
4 94.0 94.5 94.3 94.3 94.7
5 94.0 94.4 94.2 94.2 94.5
6 93.6 94.0 93.8 93.8 94.1
Total 94.1 92.1 94.4 94.3 94.2 94.7

Region State DEC School
Management of non-attendance

School procedures for the management of unsatisfactory and non-attendance are as follows:

- Teachers mark class rolls during roll call and report students of concern to the Year Adviser.
- School Administration Officers enter attendance data daily and generate an SMS message to parents and carers to notify them of their child’s absence.
- Year Advisers meet with students whose attendance is causing concern to support improved attendance. Year Advisers may contact parents/guardians to report concerns and action taken.
- The Head Teacher Welfare chairs a fortnightly meeting with Year Advisers where unsatisfactory and non-attendance data is tabled and individual students of concern are discussed and plans for action developed.
- Every Friday under the direction of the Head Teacher Welfare, a School Administration Officer phones parents/guardians of students whose attendance is unsatisfactory.
- If poor attendance continues despite the above interventions a referral is made to the Home School Liaison Officer.

- Each term students with excellent attendance are invited to a pizza reward lunch

Post-school destinations

In 2013, 21 students sat for their HSC from Alexandria Park Community School. Of these 21 students, 15 accepted places into University, (71.4%), 3 are studying at TAFE, (14.2%), 3 have full time jobs in Construction and Retail (14.2%).

Year 12 undertaking vocational or trade training

In 2013, 6 students, (28.5%) studied a vocational course as part of their HSC with one student studying 2 VET subjects. This same student completed a School Based Part Time Traineeship in Financial Services and was accepted into the University of Western Sydney and is studying for a degree in Business and Commerce.

Year 12 achieving HSC or equivalent Vocational Education qualification

5 students (23.8%) attained Certificate II in Business Services, 2 students, (9.5%) attained Certificate III in Financial Services.

Workforce information

Staff at Alexandria Park Community School includes Teachers, Aboriginal Education Officers, Administration Officers, Student Learning Support Officers, and a General Assistant. Additional staff (above establishment) were engaged using Transitional Aboriginal Funding, Norta Norta Tutorial funds and the National Partnership program which resulted in a staff total throughout the year of 57.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</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>27</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>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.7</td>
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<tr>
<td>Total</td>
<td>49.9</td>
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</table>
One teacher and four support staff are Aboriginal which represents 10% of the workforce at Alexandria Park Community School.

**Staff retention**

The staff retention from 2012 to 2013 was 90%. 2 staff relinquished their positions at Alexandria Park Community School and the Relieving Principal, Mr Robert Bruce and Head Teacher, Mathematics, Mr Allan Medway retired.

**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>
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<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>44%</td>
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**Financial summary**

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

<table>
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<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1376771.30</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>43493.33</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>419460.30</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Music**

Term 1 saw our students out in the community with the Middle School Band playing at the Alexandria Fair and the Vocal Ensemble singing at a Harmony Day event at Alexandria Town Hall for local seniors.

The Term 2 performance focus was our NAIDOC assembly which featured a variety of performances by students from years 2-6. A highlight was the debut of the ‘Alex Park Sapphires’ singing a beautiful Yorta Yorta song.

In Term 3 the Vocal Ensemble sang in the Opera House as part of the Expanding Horizons Concert. This concert brought together a massed choir of hundreds of Sydney school children and performers from a number of schools in China in an explosion of song, dance, culture and colour. During Term 3 the Middle School Band also participated in the Daceyville Big Band Bash.

Term 4 has been the busiest term by far for performances. In October the Vocal Ensemble sang at the Carers Day Out event in Martin Place and all students K-6 participated in the Music Count Us In event. Led by the Middle School Band and Vocal Ensemble, students sang and played in this annual National event that celebrates the importance of Music education in schools. In November the Vocal Ensemble had the great privilege of singing at the Corroboree Concert in the grounds of Government House and years 2-4 had a wonderful time meeting the members of Sydney Brass and hearing them play some amazing classical and jazz music. Finally the Middle School Band finished their year by performing some Christmas carols at our local Bunnings store.

Outside of the school music program, talented Alexandria Park Community School students have enjoyed great success in Music Exams, and as members of the Sydney Children’s Choir, the Gondwana National Indigenous Children’s Choir and Performing Arts Unit instrumental ensembles.
Contemporary High School Music Program

2013 has seen the development of the Years 7-12 Contemporary Music Program as part of the Student Engagement and Retention (SEAR) Tuesday afternoon programs. Students publically performed as part of the school rock band “The Educated” at assemblies and community events such as NAIDOC, our 10th birthday celebrations, Presentation Night and the farewell of our former Principal, Robert Bruce. The program catered for students with musical talent across the high school years while also allowing students with minimal experience the opportunity to participate and develop basic skills in learning an instrument. It gave the opportunity for students with a common interest to work together across year groups, particularly Year 7 students as they transitioned to the senior campus. The repertoire of the program was based around the interests of the students and incorporated dance, rap and varying styles of music to reflect the interests of the students. This program has supported one of the Year 12 students to complete her performance requirements for her HSC Music 1 exam. She successfully achieved a Band 5 HSC result in Music. The Contemporary Music Program has enabled growth in student confidence, resilience, retention and engagement, collaborative work and musical ability.

Sport

2013 has been another year of sporting excellence and sportsmanship for the Junior School. We have continued our wide variety of successful sporting programs including; PSSA sport, tennis coaching, basketball, learn to swim programs, Zone team trials and GoGo Sports.

In Terms 1 and 4 students from Years 3-6 had the opportunity to participate in PSSA Summer Competition or a school sporting option. The students embraced going to sport each week and were highly competitive and engaged in their respective sports. The PSSA summer competitions were softball and cricket. Joy Smith as the PSSA Convenor for Softball brings a wealth of experience, knowledge and competitiveness to her leadership for our school teams. The three softball/tee ball teams enjoyed much success and held a sturdy position at the top of the leader table for most of each season. The cricket team fairly new to cricket found the sport quite challenging in Term 1 but by the time Term 4 came around showed that they had worked hard to improve their skills in the off season and were able to play more competitively and with greater success against other schools.

For the third year in a row the school sporting option has been the very successful GoGo sports. Students received instruction from specially trained coaches in a range of fitness and sporting challenges. Some examples of sessions include boxing practice, trampoline fitness and skills, skipping and other high intensity cardiovascular workouts. Students learnt the benefits of fitness and also were able 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 netball, soccer and oz tag competitions. The students all displayed excellent skills and sportsmanship during the Winter Competition. With record numbers wanting to join Oz tag it is obvious the success of previous years has made this sport an attractive choice for students. The soccer teams also fielded 2 teams this year with many students from Years 3 and 4 playing in the senior competition. A truly fantastic effort from those students.

Students also had the option to participate in tennis and basketball coaching as an alternative to PSSA for the winter months. Jensen’s Tennis provided professional coaching to students. It was excellent to see the students develop confidence and greatly improve their skill level. The basketball coaching was provided by Miss McLeod and Miss Wilson. Students participated in various fun skill building activities and games and towards the end of the program put their skills into practice with highly competitive games each week. Their enthusiasm and effort is to be commended.

In looking forward to 2014 the Years 3-6 Combined Sport program was reviewed with future directions for sport choices and cost options being evaluated for our school. In this process students completed surveys which asked for their opinions on current and future sport choices and sport costs. 64% of students expressed overall satisfaction in current costs for sport and indicated that they may be prepared to pay more for an increased range of sport choices. Following this a budget analysis for the Combined
Sport Program was conducted. With the current system for student payment difficult to monitor and with sport costs to students remaining the same for several years it was found to be running at a deficit. The decision was made to charge students per term for sport, eliminating the need to collect money every Friday which made student payments harder to track. An unpaid sport option was also added to cater for students who did not wish to participate in paid sport.

Students expressed general satisfaction in current sport choices; however in 2014 we needed to add a sport to our summer program to cater for the number of students. A resounding 76% of students chose swimming as a desired sport option for the future. In 2014, National Centre of Indigenous Excellence will provide this sport choice to our students through a series of Learn to Swim and Swim Squad lessons.

Throughout the Year K-2 has also been involved in a variety of engaging and fun sport options to develop their skill, agility and athleticism. These were inclusive of circuits, gymnastics, soccer, basketball and various other games and sports which have been delivered by class teachers. In Term 4, Kindergarten also participated in a Learn to Swim Program which was held at NCIE. Specially qualified Australian swim 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 also developing their swimming skills.

Special basketball and AFL sports programs have also been utilised to supplement class sports. The NSW Auskick School Development co-ordinator ran a 10 week program which was thoroughly enjoyed by all students. Terry Denzil also arranged for individuals from NSW Institute of Sport basketball team to run a 4 week program with classes K-4. Students were able to develop their basketball skills in a range of fun games in a well-supported environment.

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. 17 students were selected to represent the school at the Zone Swimming Carnival where Ryan Lee placed fourth in 50m Backstroke. This was an excellent achievement.

The Cross Country and Athletics carnivals were also held in the winter months and participation in the events was at an all-time high. Our Infant Cross Country was held in the morning with students from K-2 racing against each other in a fun environment. Parents joined us for a Teddy Bear’s picnic following the event. The Junior Cross Country was more competitive. 24 students from Years 3-6 went to the Zone Cross Country Carnival. Jonathan Wu of 6S performed extremely well on the day coming second in his age group.

The K-12 Athletics Carnival had to be postponed due to inclement weather. A 3-6 carnival was held later at Erskineville Park and 27 students from Years 3-6 went to the Zone Athletics Carnival to proudly represent our school. Students performed very well with Marion Silk, Ellen Zhang and Cullum Povey making it to the Regional Athletics Carnival.

Throughout the year students also had the opportunity to try out for Zone sports teams. Ben Snaea of 5/6A was successful in making it into the Zone Rugby League team. His performance and effort is commendable.

All students are to be congratulated on their fantastic participation at PSSA and school sport and are to be celebrated for their great sportsmanship and positive attitude.

In secondary Sport, Alexandria Park Community School again took on new and exciting challenges in the sporting world throughout 2013, with our prowess on show across a number of disciplines. There were some wonderful results achieved both individually and collectively, however, the most pleasing aspect was without doubt the way in which our students represented their school with pride and always participated with an exemplary sporting ethos.

We saw participation rates grow and an insatiable hunger for improved performance, something that could not have been more evident than within the walls of the newly christened sports hall “The Denzil”. Our basketball program had our students well drilled and ready to take on the world and our under 15 girls proved that by winning our Sydney East Region competition, however, they unfortunately fell one point short against Tumut to qualify for the quarter finals of the state knockout.
competition. It is a credit to all the students and coaches involved that we achieved such success.

Our Senior Football team took on Cleveland Street Intensive English School in their annual Inner City Cup grudge match and although spurred on by vocal home side support found themselves down 1-0 at half time. However, some excellent team play in the second half saw them equalise for a confidence boosting 1-1 draw.

Our Year 7&8 Girls Basketball team went into the finals of the Sydney East Competition against an unbeaten and much fancied Randwick Girls team. However, the form guide was thrown out the window and our girls secured the title in an enthralling grand final encounter.

Year 7 Gala Day was a fantastic day which saw 3 of our 6 teams make their respective final. All of our students thoroughly enjoyed the opportunity to compete against other local schools in the Sydney East area and we hope that the success enjoyed will be replicated in the 2014 grade sport competition.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 literacy results for Year 3 students were below the State and statistically similar group schools in Reading, Writing, Spelling and Grammar and Punctuation. The students who received results in the bottom two bands were identified as English as a second language learners. In response to this need 2014 academic priorities include specific strategies to further address the needs of students with English as a second language. 57.9% of Year 3 students achieved results that placed them in the three highest bands in Reading. 35.3% of Year 3 students achieved results that placed them in the three highest bands in Writing. 70.6% of Year 3 students achieved results that placed them in the three highest bands in Spelling. 58.8% of Year 3 students achieved results that placed them in the three highest bands in Grammar and Punctuation.
In 2013 Numeracy results for Year 3 students were below State and statistically similar group schools with 27.8% achieving in the lowest two bands and 55.6% of students achieving results in the top three bands.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 high standards in all areas of literacy were achieved with school targets being exceeded. Year 5 average scores in Reading, Writing, Spelling and Grammar and Punctuation were above State DEC and statistically similar group schools. 76.7% of Year 5 students achieved results that placed them in the two highest bands in Reading. 58.1% of Year 5 students achieved results that placed them in the two highest bands in Writing. 74.2% of Year 5 students achieved results that placed them in the two highest bands in Spelling and Grammar and Punctuation.
NAPLAN Year 5 – Numeracy

In 2013 our Year 5 students maintained excellence in Numeracy with 65.6% of students achieving Band 8 (the highest band). Year 5 average score in numeracy was well above State DEC and statistically similar groups.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 high standards in all areas of literacy were achieved with school targets being met. Year 7 average scores in Reading, Spelling and Grammar and Punctuation were above State DEC and statistically similar group schools. In writing average scores were above State DEC and equal to statistically similar group schools. 62.6% of Year 7 students achieved results that placed them in the three highest bands in Reading. 49.2% of Year 7 students achieved results that placed them in the three highest bands in Writing. 72.8% of Year 7 students achieved results that placed them in the three highest bands in Spelling. 64.3% of Year 7 students achieved results that placed them in the three highest bands in Grammar and Punctuation.
NAPLAN Year 7 – Numeracy

In 2013 our Year 7 students maintained excellence in Numeracy with 40% of students achieving Band 9 (the highest band). Year 7 average score in numeracy was well above State DEC and statistically similar groups.
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 high standards in all areas of literacy were achieved with school targets being met. Year 9 average scores in Reading, Writing, Spelling and Grammar and Punctuation were above State DEC and statistically similar group schools. 65% of Year 9 students achieved results that placed them in the three highest bands in Reading. 55% of Year 9 students achieved results that placed them in the three highest bands in Writing. 80% of Year 9 students achieved results that placed them in the three highest bands in Spelling. 57.5% of Year 9 students achieved results that placed them in the three highest bands in Grammar and Punctuation.
NAPLAN Year 9 – Numeracy

In 2013 our Year 9 students maintained excellence in Numeracy with 57.5% of students achieving Band 10 (the highest band). Year 9 average score in numeracy was well above State DEC and statistically similar groups.

Higher School Certificate (HSC)

The performance of students in the Higher School Certificate is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest) in all 2 Unit courses. Extension courses are Band E1 (lowest) to Band E4 (highest). Following the success of the 2012 HSC cohort the students of 2013 produced similarly impressive results. Alexandria Park Community School S ranked 134 in the state thereby maintaining its high standard of achievement.

One student, Jincheng Li was placed on both the Distinguished Achievers and the All-Round Achievers lists for the 2013 HSC for achieving the highest bands (Band 6 for 2 unit courses and E4 for extension courses) in English advanced, Mathematics Extension 1 and 2, Physics, Chemistry and Biology. Also on the Distinguished Achievers List were Hamaad Ahmed (Chemistry and Mathematics Extension 1), Patrick Huang (Mathematics Extension 1 and 2), Zaeedul Huq and Angela Lu(Mathematics Extension 1) and Lola Imawan (Modern History). Sixty-seven percent of the students have taken up their first or second choice of university placement and the remaining students have taken up workplace or TAFE opportunities.

There was positive value-adding growth in all English courses for girls and the results across all subject areas demonstrate continued growth. The small numbers in many courses, however, is too small for accurate statistical analysis.
Record of School Achievement (RoSA)

2013 was the second year of school-based assessment grades in Year. As can be seen in the grade analysis graph below Alexandria Park Community School is performing at, or above, the state average in grades A – C and there has been a significant reduction of grades D and E in almost all areas.

In 2012 it was identified that although students were performing exceptionally well in the upper grades there was a need to improve the overall achievement of those students performing at grade D or E level. This was very much achieved in English, Australian Geography and Australian History and the targeted growth in grade C awards was achieved in all subject areas.

For the first time RoSA grades were also allocated to all students in their preliminary HSC year. The graph below shows that the students in Year 11, 2013, have continued to achieve pleasing grades, consolidating their results in 2012.

Other achievements

Alexandria Park celebrated its tenth anniversary with a birthday party carnival on November 22, 2013.

Alexandria Park Community School was awarded a 2013 Director General’s Award for improving student learning.

Jincheng Li with an ATAR of 99.4 was placed on the 2013 HSC High Achievers list.

Luce Neilson of Year 6 was the State winner of the NSW DEC Multicultural Perspectives Public Speaking competition.

The under 15’s girls basketball team won the Sydney East competition.
Antonia Meck of Year 6 was selected in the NSW Public Schools String Sinfonia.

Dominic Jia of Year 6 was selected in the Sydney Region Band.

George Johnson of Year 6 was selected as a member of the Gondwana National Indigenous Children’s Choir and Sydney Children's Choir.

Eufa Vaewpech of Year 4 had his artwork chosen to be used to promote the Sydney City Council Bike Wise program.

Nam Anh Dang of Year 6 represented Alexandria Park Community School at the Sydney Region Number Crunchers Final in the Rubics Cube challenge.

Stage 3 students Ahana Goswami, Dexter Todd, Charlie Huang, Aaron Martano and Jonathan Wu received awards at Parliament House for their success in the Sydney Youth Writing Competition.

**Significant programs and initiatives**

**Alexandria Park Community Centre**

Alexandria Park Community Centre has welcomed 479 families and 12 general community members during this year. Twenty six percent of the participating families attended the Centre’s weekly activities on a regular basis. Nine of the participating parents along with eight university students have also volunteered to help out with some of the activities. The Community Centre has also had the privilege of receiving 101 donations of toys, books and household items from participating families as well as 191 anonymous donations. Many of these donations have then been redistributed to local families in need.

In 2013 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 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.
- 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.

The Preschool Playgroup has resulted in increased enrolments for Kindergarten in 2014 with 73% of the enrolments having participated in Community Centre activities.

Additional programs run this year in partnership with other local government and non-government organisations included:

- Three Playgroups in the Park family fun days held in Redfern Park.
- Young Parents Playgroup at the National Centre of Indigenous Excellence.
- Sing & Grow music therapy program for families.
Family Cultural Days on Waterloo Green.
Mount Carmel Playgroup.
Summer on the Green.
Family Culture Day Christmas Celebration at Redfern Community Centre.
Weekend permaculture courses provided by Milkwood Permaculture.

One of the highlights of the year was the return of mural artist, Ben Compton, who in 2012 worked with the school students to create the mural on the nearby factory wall of Street Furniture Australia. Ben revisited the school to work with senior students on completing an extension mural along the public pathway. This has created a captivating and vibrant look to the area and has been enjoyed by staff, students and the general public walking along the pathway.

Transition to Kindergarten Program
The Transition into Kindergarten Program has been successful with an increase of over 25% in enrolments from 2013 to 2014. In addition to this 73% of the Kindergarten enrolments for 2014 are children who have attended the transition to school playgroup, other playgroups, or activities provided by Alexandria Park Community Centre.

A general community playgroup for 0-5 year olds operated 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 Alexandria Park Community School operated on Friday mornings with the in the Community Centre in Terms 3 and 4. This playgroup has provided the 2014 Kindergarten students with school readiness skills and provided the parents/carers with essential information to assist in a smooth transition to school. Improved community relationships have occurred due to this initiative.

Kindergarten information packages were developed and distributed to local child care facilities and interested parents/carers. The packages included:

- Starting School booklet to assist parents in school readiness.
- An Alexandria Park Community School parent information booklet.
- Best start assessment information.
- Various forms such as afterschool care, transport and enrolment forms.

The Transition to School coordinator visited local child care centers during the year and Orientation and Parent Information sessions were held in Terms 3 and 4.

Technology Update
Since 2009 the DER-NSW program has delivered laptops to Year 9 students, supported the installation of wireless access points across the school environment, supported the provision for professional learning experiences to teachers, provided access to online digital resources and supported schools with a school-based Technology Support Officer. However, The Australian Government's DER National Partnership Funding finishes at the end of 2013. (Source: NSW DEC)

The DER-NSW one to one laptop program has led to enhanced access to computers and the internet for students, teachers and students’
families, plus the movement of teaching practice towards the skills of the 21st century, greater access for students to global information resources and tools and improved motivation and engagement of students. *(Source: The 2010-2012 evaluation of DER-NSW by the University of Wollongong)*

In 2012, ‘Bridging the Gap between the Digital and Social Divide,’ was an educational project implemented at Alexandria Park Community School to improve student learning outcomes and community engagement. This involved providing a laptop for every student from Kindergarten to Year 12 on a 1:1 ratio to embed innovative ICT skills in teaching and learning across all key learning areas.

In addition to maintaining the 1:1 student laptop program in 2013, the technology focus in 2013 involved:

- The creation of digital teaching and learning resources.
- Sharing of effective digital literacy and numeracy strategies across key learning areas.
- Engaging 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.
- Increased technological infrastructure with the installation of additional wireless access points in identified learning spaces to support future student growth.
- The introduction of a new timetabling software system, Edval Timetabling to support online administration of student and teacher timetables

With the ending of the DER-NSW program in 2013, the focus of technology for Alexandria Park Community School in 2014 will involve:

- Ongoing teacher professional development in embedding 21st century ICT skills in curriculum programming and assessment.
- School consultation for the implementation of “Bring Your Own (Recommended) Device” through

- The implementation of Edval Timetabling and Edval Daily to support effective school administration
- Future school planning in relation to technical support and the role of the Technical Support Officer
- Ongoing maintenance of school technological infrastructure and software to support 21st century learning environments

**The Kickback Cafe**

An initiative in 2013 has been the piloting of a cross-curricular Year 11 authentic transition project. This initiative, coordinated by the Learning Success Teacher, was taught and supported by five Year 11 subject teachers. The students planned, designed and implemented the opening of a café on the senior campus. ‘The Kick Back Café initiative fulfilled key learning area outcomes from English Studies, Design and Technology and Business Services. The Kick Back Café opens 1 day a week. The students have become skilled at entrepreneurial problem solving and decision making. This is further evidenced in the financial literacy components area. The students have successfully become fully accredited Baristas. The Kick Back Café initiative has strengthened student capacity to identify personal skills and capabilities relating to their future goals and aspirations. The increase in the ability to work collaboratively and co-operatively has furthered their self-esteem and self-worth.

The project further develops and strengthens authenticity in literacy and numeracy in the school as well as improving overall engagement and attendance for students through supporting the embedding of vocational learning and employable skills across the curriculum. The
project aims to foster and support teacher capacity to engage students through authentic learning in a real life environment which supports.

Students were administered an employability skills test before commencing the program focusing on the following 3 skills and specific elements under these skills.

Skill 1: Communication that contributes to productive and harmonious relations between employees and clients/customers

Skill 2: Teamwork that contributes to productive working relationships and outcomes

Skill 3: Problem-solving that contributes to productive outcomes

After participating in the Kick Back Café project all students were post tested on these employability skills and results showed the following:

Skill 1, communication, evidenced an 85% increase.

Skill 2, teamwork, evidenced an 82% increase.

Skill 3, problem-solving, evidenced a 75% increase.

At the completion of the project the students were surveyed to evaluate the impact of the initiative.

100% of students said they have enjoyed working on the project.

100% of students feel more connected to school and particular subjects

100% of students have more confidence.

100% of students can see how this project helps them with other life endeavours.

When asked what the students like best some comments included, ‘becoming closer to everyone else’, ‘being able to help classmates out’, ‘making things practical and logical’, ‘school is more exciting’, ‘I look forward to the cafe work so come to school more’.

Students involved in the Kick Back Café Project transitioned into Year 12 with the exception of two students who have successfully transitioned into full time work.

After-school Sport Program

The Australian Government’s Active After-school Communities (AASC) program is a national initiative that provides primary school children with access to free sport and other structured physical activity programs in the after-school time slot.

Amanda McLeod coordinates and leads this program which aims to engage children in sport and other structured physical activities through a positive and fun experience to develop a love of sport that inspires them to join a local sporting club.

In 2013 Alexandria Park Community School has offered this program on Monday and Wednesday afternoons between 3.00pm to 4.00pm for interested students in Years K-4.

Throughout the year approximately 50 students have participated in all or some of the play and skill based activities to develop their ability in various sports including tee ball, hockey, basketball, tennis, oztag, netball and cricket. The program is supported by High School Volunteers with Angel Wang being a regular assistant during sessions.

Feedback received from parents regarding the program has been exceptionally positive and included comments:

“We love afterschool sports and think you do an amazing job, thank you.”

“Thank you for organising this program. My child loves attending after school sport and we have seen improvements in his co-ordination since he started attending. It also gives him an outlet for his energy.”

“My child really enjoys the program. Really well run.”
The AASC is set to continue in 2014. As the program develops we hope to encourage more students to join local sporting clubs and put some of their skills into practice. We also hope to be able to include as many student participants as possible in the program by utilising and training student volunteers to be able to take on leadership roles within the program.

**Aboriginal Education**

A major initiative in Aboriginal Education in 2013 was the speech therapy program which targeted Aboriginal students from Kindergarten to Year Four. Pre and post data indicated an improvement in vocabulary development, the use of whole sentences to express ideas and feelings and the ability to follow instructions. The success of the program led to a recommendation of continuation in 2014, with a main focus on Aboriginal students and the inclusion of some non-Aboriginal students.

The school's Support Teachers (Aboriginal) enhanced the student’s language development through rich literature and the use of technology. One exceptional example was a unit of work based around the use of animation with Aboriginal themes. Students developed, deep understanding and knowledge in the ways humans communicate (in verbal and non-verbal ways) and how culture can inform the ways we communicate with each other. Students were engaged in higher order thinking and their expressive and receptive language skills were enhanced.

Professional Teacher Learning centred on the NSW Syllabus, incorporating the Australian Curriculum in English, saw the introduction, or adaption, of units of work with a focus on Aboriginal culture and traditions. Although not mandatory until 2014, staff trialled units of work in preparation for the syllabus's introduction. A highlight was Monty Boori Pryor’s visit to the school to speak to the students on his literature and Aboriginal culture in general.

**National Aboriginal Sporting Chance Academy (NASCA)**

2013 was a busy year for NASCA which culminated in the printing of our first cookbook, Koori Kids Kitchen Tales. Michael Delaney, Jesse Stuart, Mikaule Williams and Telisha Williams spent thirteen weeks turning traditional family recipes into healthy cooking options under the guidance of Kool Purple Kooka’s, Corey Gretch. The programme also involved students looking at future employment possibilities and allowed students to demonstrate pride in their family and culture in a new way.

2013 also saw the introduction of a number of new sports to improve the student's skills. The sports included Grid Iron, Rugby League, Netball, Surfing and AFL. Year 10 and 11 students also completed their First Aid certificates a great addition to their resumes.

Despite the new sports and cookbook, the most exciting element of NASCA in 2013 was the advancement of our students’ academic studies. Across the secondary school, Aboriginal students have been demonstrating success in all areas from the classroom to the sporting field, and public speaking.
Multicultural education

The school aims to equip students with the skills, knowledge and positive values to celebrate the diverse nature of the school and society as a whole. Through welfare initiatives such as Positive Behaviour for Learning, students acquire the understanding that all peoples are entitled to respect and understanding, regardless of their cultural and religious backgrounds. Harmony Day celebrations provided an opportunity for students to share with others their cultural traditions, with a showcase of dance, traditional costumes, dance and song. Students, taking part in workshops, created traditional crafts from around the world.

Through literature, the arts and HSIE, students develop intercultural understandings and the incorporation of multicultural perspectives across all KLAs is part of teaching practice at Alexandria Park Community School. Examples include Stage Three’s study of Morris Gleitzman’s novel “Boy Overboard” alongside study of the topic “Global Citizenship” in HSIE. Students acquired deep understanding of their place in the world, their global responsibilities and the plight of refugees, as well as to acquire knowledge and understanding about the history, geography, cultures and traditions of Afghanistan. Similarly, in Stage Four, the HSIE unit “China” interconnected with a novel study in English of “Wicked Warriors and Evil Emperors” by Terry Denton. Both complimented a unit of work in Visual Arts, in which students researched the traditional designs of Chinese pottery and created their own pieces of pottery inspired by what they had learnt.

Alexandria Park Community School strives to ensure that students have access to teaching and learning experiences which are inclusive and celebrate the richness of the multicultural nature of the school, and that a culture of tolerance and respect is evident in the words and actions of all members of our school community.

Harmony Day 2013

This year the theme for Harmony day was “Many Stories, One Australia”. The Junior Campus embraced this theme and ran a spectacular Harmony Day.

Students came dressed in national costume. The day started with students K-7 assembling outside and lining up according to their nationality. There was a vast array of flags on show and there were many nations represented including; Scotland, Philippines, Korea, China, Russia, Spain, Indonesia, Greece, Palestine, India, New Zealand, Ireland and many more. There was also a very impressive Koori contingent! Students then participated in a parade around the playground. Next, Mr Robert Bruce addressed the school community and there was a special multimedia presentation created by Year 6 and some musical items.

Students were then split up into mixed groups with other students K-7 to participate in some exciting workshops. Students had the chance to learn “Bolliwood” dancing (taught by year six Indian and Bangladeshi students), write some limericks and learn Irish dancing, learn about Maori culture and symbols, decorate some Venetian masks, create some beautiful Japanese fans and make some spectacular Vietnamese paper flowers.

Lastly, students and teachers were treated to a performance by an African Drummer who performed some amazing beats, talked about his culture and even got some of the teachers dancing along to his beats!

It was a fantastic day which celebrated the richness of cultural diversity at Alexandria Park Community School.

Transitional Equity Funding

In 2013 Transitional Funding was provided to initiatives which contribute to the improvement in educational outcomes for Aboriginal and Torres Strait Islander students.

Initiatives implemented included:

- The employment of an Aboriginal Learning Support Officer to provide additional in-class support and tutoring for Aboriginal students in the senior school.
• The employment of additional Student Learning Support Officers to provide learning and support for Aboriginal and Torres Strait Islander students in the Junior and Middle schools.

• The engagement of a Speech Therapist who collaborated with the Aboriginal Education Office and the Learning and Support teacher to implement a high quality speech therapy program for identified Aboriginal students in Years K–4.

Speech Pathology Program

In Term 3, 2013, a Speech Pathology Program was introduced at Alexandria Park Community School, which was aimed at supporting the Aboriginal students across Kindergarten to Year 4. For the duration of the program, Speech Pathology services were provided every Tuesday. Therapy consisted of small withdrawal groups on a weekly basis and whole class activities every two to three weeks.

Aboriginal Education Officer, Deb Daley (Aunty Deb) was present and assisted with activities. Having Aunty Deb present meant that she could view therapy and continue to support the targeted students on days where the Speech Pathologist was not present at the school.

The Speech pathology program included:

- Referrals and assessments.
- Weekly withdrawal groups for targeted Aboriginal students in Kindergarten to Year 4.
- Whole class sessions conducted (every two to three weeks) for Kindergarten to Year 4.
- Aboriginal Parent open day and morning tea.
- Teacher professional learning on receptive and expressive language.
- Resource development.
- Provision of activities, strategies and resources for the learning support staff.
- Delivery of detailed student outcome report and a set of future recommendations.

National partnerships and significant Commonwealth initiatives

Alexandria Park Community School’s participation in the Low SES National Partnership program concluded in 2013. Since 2010 these Commonwealth funds had been used to strategically support improvements in student learning outcomes K-2 through additional resources, including staffing such as the schools Learning Success Teachers.

Significant improvements in literacy, numeracy and attendance have been recorded during this time, including above average growth in NAPLAN

School Camp Reports

Year 7 Orientation Camp

As part of our transition program, Year 7 students attended an Orientation Camp from February 14 to February 15, 2013. This camp took place at The Tops Conference Centre in Stanwell Tops, with a total of 53 Year 7 students attending. This was an invaluable opportunity for students to develop their teamwork skills, and familiarise themselves with teachers and peers. We were also accompanied by a select group of Year 10 Peer Mentors, who each displayed leadership qualities and acted as keen role-models for the younger students.

The Year 7 cohort was split into three mixed groups, and enjoyed activities including ‘The Leap of Faith’, Abseiling and ‘Survivor’. They were also provided with some supervised free-time, in order to relax and socialise, and participate in a variety of sporting activities. It was noted from all staff that student behaviour was exemplary, with a clear mood of teamwork, encouragement and cohesion throughout the two-day experience.
Years 7 and 8 Camp
Year 7 and 8 were involved in a team building three day camp at Waterslea Conference Centre located south of Wollongong just off the Princess Highway on the shores of the Shoalhaven River. It features great facilities such as a pool, water slide, games room and archery range. 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 the 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.

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 students, 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 2014.

Years 9, 10 and 11 Camp
During Term 4 students from Years 9, 10 and 11 attended a camp in Shoalhaven, called Koloona Conference Centre. It started off as a great camp which would, hopefully, be lots of fun, with amazing activities and bonding experiences. As soon as we got there we delegated each other into our cabins with our friends. However, the bell rang (and at camp that signified the meeting) and we were taken to the hall where we were split into four groups, group a, b, c and d, with each group having a mix of year 9, 10 and 11 students. These 4 groups would be our groups for the camp over the 3 days. We did some pretty amazing activities - including jetty jumping, canoeing, abseiling, archery, hiking (and lots of it) and many more. We experienced great weather conditions 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.

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:

- Staff and student surveys
- Student achievement data analysis
- School and Parent leaders program evaluation sessions.

National partnerships and significant Commonwealth initiatives
Alexandria Park Community School’s participation in the Low SES National Partnership program concluded in 2013. Since 2010 these Commonwealth funds had been used to strategically support improvements in student learning outcomes K-12 through additional resources, including staffing such as the Learning Success Teachers.

Significant improvements in literacy, numeracy and attendance have been recorded during this time, including above average growth in NAPLAN

School planning 2012—2014: progress in 2013
School priority 1
Literacy
Outcomes from 2012–2014
Increased levels of overall literacy achievement for every student (focus on writing)

Evidence of progress towards outcomes in 2013:

- The target of 93% of students meeting the National Minimum Standard in writing was achieved in Year 5 only. 76.5% of students in Year 3, 93.5% of students in Year 5, 91.2% of students in Year 7 and 85% of students in Year 9 met National Minimum Standards in Writing.
- The target of 41% of students meeting the National Proficiency Standards in writing was achieved. 57.8% of all students met the National Proficiency Standards in writing in 2013. This represents a 17.8% increase from 2012.
- The target of 20% of Indigenous students meeting the National Proficiency Standards in writing was achieved. 40% of Indigenous students met the National Proficiency Standards in writing in 2013.

Strategies to achieve these outcomes in 2014:

- Cluster and faculty teams analyse data and develop explicit cohort targets to develop teaching strategies and school based assessment practice.
- Review the roles and responsibilities of the Aboriginal Education Resource Teacher.
- Implement recommendations of ESL Program review.
- Focus on reading to improve writing.

School priority 3
Student Engagement & Attainment

Outcomes from 2012–2014
Improvements in student attendance and retention rates

Evidence of progress towards outcomes in 2013:

- The target of 90% student attendance was achieved.
- Whole school attendance has increased from 89% in 2012 to 91% in 2013.
- The Stage 6 student retention rate was 70%, representing a growth of 38% since 2011.
- 100% of students entering Year 12 Term 4 2013 retained from Year 11 Term 1 2013 (with the exception of 2 students who entered apprenticeships and full-time work).

Strategies to achieve these outcomes in 2014:

- Phone contact with parents/care givers weekly where attendance of their child is of concern.

School priority 2
Numeracy

Outcomes from 2012–2014
Increased levels of overall numeracy achievement for every student

Evidence of progress towards outcomes in 2013:

- The target of 98% of students meeting the National Minimum Standard in numeracy in 2013 was achieved.
- 95.8% of all students met the National Minimum Standard in numeracy in 2013.
- 100% of students met National Minimum Standard in Years 5, 7, & 9 in 2013.
- The target of 66% of students meeting the National Proficiency Standard in numeracy in 2013 was achieved.
- 82.9% of all students met the National Proficiency Standard in numeracy representing 17.9% growth from 2012 to 2013.
- 44.2% of all Indigenous students met the National Proficiency Standard in numeracy in 2013. This represents a 10.88% growth from 2012.

Strategies to achieve these outcomes in 2014:

- Cluster and faculty teams analyse data and develop explicit cohort targets to develop teaching strategies and school based assessment practice.
- Review the roles and responsibilities of the Aboriginal Education Resource Teacher.
- Implement recommendations of ESL Program review.
• 100% attendance reward system.
• Positive Behaviour for Learning (PBL) implemented across whole school.
• SMS is sent home daily if students are absent.
• Cross KLA project Kickback Café creating partnership with Toby’s Estate facilitated by Transition Adviser and Careers Advisor in collaboration with classroom teachers.
• Development of Career Progress plans for students in stage 5 & 6.
• Director, Communications & Community Engagement to strengthen internal and external school and community communication and engagement processes and outcomes.

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 2013 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 developing 21st Century ICT skills, implementing innovative teaching and learning strategies within curriculum and programming and student welfare. The funds were spent on the following areas: 30% on career development, 25% on syllabus implementation, 16% on Quality Teaching practice, 15% on welfare and equity initiatives, 11% on implementing literacy and numeracy strategies, 3% on the use of ICT in teaching and learning.

Beginning Teacher funding was spent on supporting beginning teachers in implementing curriculum, assessment and reporting initiatives.

The implementation of the Australian Curriculum funding was spent on supporting K-12 teachers in curriculum programming across Key Learning Areas of English, Mathematics, Science and Technology and History to implement the new curriculum in 2014.

Parent/caregiver, and student satisfaction

In 2013, the school sought the opinions of parents and students about the school. Their responses are presented below:

• 89% of parents and 80% of students stated they were very satisfied or satisfied with the schools commitment to quality teaching and learning that supports student learning.
• 82% of parents and 76% of students stated they were very satisfied or satisfied with the schools commitment to providing a wide range of high quality educational programs.
• 77% of parents and 65% of students stated they were very satisfied or satisfied with the schools commitment to working with parents and community to support student learning.
• 89% of parents and 85% of students stated they were very satisfied or satisfied with the schools commitment to improving communication and engagement with parents, carers and the broader community.
• 91% of parents and 78% of students stated they were very satisfied or satisfied with the schools commitment to establishing and maintaining partnerships with local partner public schools, other educational institutions, local businesses and community agencies and groups to enhance and support student learning.

““The school is a place for kids to go. I like the school and it’s a fun place” (Stage 1 student).

“This school has a variety of opportunities for both students and teachers and this is what makes this school unique” (Stage 3 student).

“I am very pleased with the care, support and education my children have received at APCS. I am glad I choose to send my children to this school” (Parent).
Program evaluations
Student Engagement and Retention program (SEAR)

Background

In 2010, our school implemented a Student Engagement and Retention Program (SEAR). The purpose of the program is to provide our secondary students with the opportunity to participate in a diverse range of community driven and school-based programs to increase student well-being and engagement in education.

The SEAR program has allowed students to be exposed to a challenging curriculum involving higher order thinking, the use of technology, learning tasks which encompass all learning styles and a range of extra-curricular activities ensuring that students become competent in collaborative learning. It has resulted in a curriculum which has been re-organised according to the general capabilities, enabling programs planned around generic skills, enhancing the educational outcomes for student success through engagement, high expectations and community involvement.

In 2013 Alexandria Park Community School 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 provide students with 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 2014.

Some of the programs that were delivered in 2013 included:

- Sydney Story Factory
- NASCA (National Aboriginal Sporting Chance Academy)
- School Band
- Jewelry Making
- Arts and Crafts
- Peer Support
- Debating
- Computing
- Genius Games
- Environmental Studies
- Cooking Around the World

Students and staff were surveyed to evaluate the effectiveness of SEAR to enhance student well-being, and engagement with education.

Findings and conclusions

Since 2010 our student attendance has increased by 5% and student retention from Year 10 to Year 12 improved by 26.7%, exceeding the school plan attendance and retention targets.

Student Survey Results:

- 92% of students found SEAR beneficial to their learning.
- 96% of students would like SEAR to continue.
- 95% of students enjoyed the programs they participated in.
- 42% of students would like to have more options to choose from.

92% of teachers believe SEAR is an effective program regarding engagement and retention of our students.

Teacher comments about SEAR include:

- “I help run NASCA. The students really enjoyed this program as they learnt to work together to achieve skills in various sports.”
- “School Band engaged both musically talented students and students who have an interest in learning an instrument. Students worked collaboratively at various levels in a band setting developing self-confidence and pride performing at many school functions.”
- “SEAR is a valuable program and should continue….perhaps it should be included on student reports”
- “SEAR has been welcomed and embraced by staff and students resulting in improved engagement and retention of our students along with offering our students extension programs that encourage the use of higher order
thinking skills and problem solving techniques.”

- “SEAR gives students the opportunity to develop skills, deep knowledge and understandings of an area of interest.”
- “SEAR provides the opportunity to transition Year 7 from the middle school to the senior school.”

Future directions
To continue with the SEAR program in 2014
To expand the programs offered as part of SEARs
To invite the participation of parents in the delivery of programs on Tuesday afternoons.

English as a Second Language Review
Background
As a K-12 school with a Language Background Other Than English population of 73%, Alexandria Park Community School has significant EAL/D (English as an Alternative Language or Dialect) Learner needs. At Alexandria Park Community School we recognise and acknowledge that access and equity are essential for all students to flourish. In 2014 reporting of student data will change from three ESL phases to four EAL/D Learner phases. These changes offer an opportunity for substantive communication between ESL teachers and classroom teachers in quality teaching practices that meet the needs of EAL/D learners. The ESL teachers in consultation with the school executive team led a program review in ESL delivery from K-12.

Findings and conclusions
Data was gathered from staff, students, parents and community members via formal interviews, online surveys and the analysis of student academic results

The information gathered showed that there is a need to review the current K-6 and 7-12 ESL policies and collaboratively develop a whole school K-12 EAL/D policy. Teacher surveys and analysis of student work samples showed there is a need for professional learning in the EAL/D continuum, quality teaching practices that best meet the needs of EAL/D leaners and access to background knowledge on individual EAL/D students.

Interviews with students, parents, carers and community members showed that there is a need

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Interviews with students, parents, carers and community members showed that there is a need
to strengthen family and community communication and engagement, improve enrolment procedures, and provide a quality orientation and support program for new EAL/D students and families on transition to Alexandria Park Community School.

Future directions
The most important recommendation of this review is that a whole school EAL/D policy is developed. The policy will outline a consistent set of positive values around EAL/D learners and the positive valuing of cultural and individual difference in line with Positive Behaviour for Learning. It will provide enrolment procedures, a team-teaching framework, communication with parents and community members and the means for considering EAL/D practice within the school.

Key to effective EAL/D practice is whole school ownership and understanding of policy and procedure. Whole school meetings in Term 1 and 2 of 2014 will bring staff together to prioritise and develop recommendations.

As a community school, we have a need for accurate information regarding the school to be accessible to all caregivers and community members regardless of language background. Updating of the school website in 2014 will include a review of community accessibility.

Peer Tutoring Program
Background
In 2012 an informal peer literacy mentoring and tutoring program was implemented between capable year 10 students and targeted year 8 and year 9 students. This year the Peer Literacy Tutoring Program was formalised, with 17 year 10 and year 11 students undertaking TAFE training to become accredited as Peer Literacy Tutors. Peer Literacy Tutors volunteer to assist and support targeted Year 8 and year 9 students.

These students have been targeted using NAPLAN data, with cross curricular reading and comprehension. The Peer Tutoring developed as a response to assessment feedback of the daily ‘Drop Everything and Read’ (DEAR) operating in the school. DEAR program data collected indicated that 16% of students avoided reading during DEAR due to a range of issues including a lack of engagement in print texts, reading
materials that did not match students reading ability or decoding issues, not appreciating reading as a pleasure and not valuing the variety of texts available.

Findings and conclusions

Students supported by tutors were assessed using Scholastic Reading Assessment. Pre-test and post test data showed improvement in both word recognition accuracy, word count per minute and multidimensional fluency scale including expression and volume, phrasing and intonation, smoothness and pace. All students from the targeted group received tutoring on an ongoing basis. Student feedback from the evaluation survey included the following comments:

- ‘It has been great to have help reading words and when my tutor explains the word meaning.’
- ‘It was great when my tutor helped me understand my assignments and I got a good mark.’
- ‘I loved making new friends and having a mentor who I say hello to around the school.’
- ‘Tutor is very nice and cool to hang out with and read and has helped me break apart hard words and understand their meaning.’

Tutor Feedback from the evaluation survey

- ‘I found I became more fluent myself with reading and taking more risks.’
- ‘I learnt the different ways to tutor students and that every student learns in different ways.’
- ‘Better listening skills and more patience.’
- ‘Communication skills improved.’
- ‘I have learnt to be more patient and empathetic with different students.’
- ‘I have learnt to analyse my work more closely as I analyse others.’
- ‘In the course I have learnt many different learning and teaching techniques, this has helped me understand different texts. I learnt how to deconstruct texts to make them more understandable.’
- ‘I developed more patience and empathy for others.’
- ‘I learnt how to deconstruct texts to make them more understandable.’
- ‘It was good to know students more and meet them socially in the playground.’
- ‘We can help students appreciate the importance of reading more now for later years.’

Learning Success Teacher’s Comment:

‘The course was a great success for all involved. The tutors gained a TAFE qualification, developed leadership skills and supported others in reading, but also beyond that, in building friendships and connections with students they did not know. The tutees gained academic skills in literacy that translated in class improvement across subject areas as well as self-esteem improvements. Also a partnership between tutor and tutee was built on trust, communication and community with reading outcomes improved for all.’

Future directions

In 2014 this initiative will target Year 7 and 8 students to allow for a more ideal age gap from the tutors. The program will also be undertaken during DEAR to align more seamlessly with changes to school organization. Due to its success the Peer Tutoring program will also be considered for expansion into the junior school.

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
Julie Strachan - Staff Representative
Nahida Jamal - Staff Representative
Lucy Hetherington - Staff Representative
Leanne Winfield - Staff Representative
Laura Medway - Staff Representative
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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: