

# Ashcroft Public School Annual Report



2016



4344

## Introduction

The Annual Report for **2016** is provided to the community of **Ashcroft Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kaliopé Poppy Loueizi

Rel. Principal

### School contact details

Ashcroft Public School

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9607 8202

### Message from the Principal

It has been a pleasure to have led and supported staff and the school community to self-reflect on present school practices, policies and procedures to enhance student achievement and wellbeing.

2016 has been a successful year for Ashcroft Public School. This year saw the consolidation of programs that were initiated in 2014. Our strong commitment to improving student outcomes continues to drive processes and practices that focus on building active, creative, respectable citizens that value learning.

I have appreciated the support and commitment from the entire school community to provide quality outcomes for all students.

## School background

### School vision statement

To consistently educate students to become independent, responsible lifelong learners who respect themselves, others and the community. Teachers, students and the community will demonstrate their commitment to learning by working together towards this common goal.

### School context

Ashcroft Public School is a P–6 school situated in a culturally diverse community in the South Western Region of Sydney. The school motto is 'Truth & Knowledge' and the school has developed the adage "Your Local School... Our Local Community." This adage includes the indigenous, multicultural and inclusive nature of our community.

The school has an enrolment of 271 mainstream students, including 31 indigenous students and a diverse population from 31 countries. There are 24 different language groups. Major cultural groups include Aboriginal, Arabic, Vietnamese, Samoan and Pacific Islanders. The school has seen an increase in students holding refugee status.

Equity funding supports students from low socio economic and indigenous backgrounds, English as an Additional Language or Dialect and students who require low level adjustments in their learning.

Teachers are committed to increasing and improving their capacity to deliver quality education driven by evidence based programs and practices, that align to the NSW Quality Teaching Framework and The Australian Professional Standards for Teachers.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning Elements

Our school is Delivering in the Learning Element of Curriculum and Learning as evidenced by the consistent implementation of formative assessment strategies across all classrooms. All staff collaborated effectively when assessing student learning and tracking student progress using the literacy and numeracy continuums with a focus on consistent teacher judgement. In addition, all staff were provided with professional learning that addressed curriculum differentiation.

Strengthened assessment practices have led to the implementation of school programs that address the needs of identified students (Aboriginal students, students with disabilities and students from a non-English speaking background). The implementation of specific programs are utilised to provide targeted students with additional support that is personalised. Teachers are differentiating learning programs to further support student progress within their classrooms.

#### Teaching Elements

Our focus in the domain of Teaching was 'Data Skills and Use'. Executive staff received professional learning opportunities to reflect on the school's data collection processes and analysis. Data was used to inform decision making and future directions by the leadership team. Teachers received professional learning that built their skills in analysis, interpretation and use of performance data. Teachers were supported to use PLAN software to track student achievement and identify student progress using learning clusters in literacy and numeracy. As a result, teachers understanding of students learning needs was enhanced and data was utilised to plan and program for learning opportunities.

## Leading Elements

In the domain of Leading, our priority was 'School Planning, Implementation and Reporting'. We revised the schools goals with a focus on strengthening a shared vision on achieving identified goals. Staff were able to develop Performance and Development Goals that were aligned to the School Plan and the School Excellence Framework. The schools leadership team continued to support a culture of high expectations and focussed school improvement measures through, collaborative practice, executive mentoring and focussed feedback.

In addition, a parent group, "Friends of Ashcroft" was established in 2016. This parent group was regularly consulted in the review of the schools vision, values and purpose. Parents participate in targeted workshops that address the schools goals in teaching and learning and improving student outcomes. We will endeavour in 2017 to further increase engagement.

Our self-assessment processes will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Embed the teaching of core skills to be successful learners

### Purpose

To ensure all students master essential knowledge and skills through the implementation of universal evidenced based programs, practices and systems, particularly in literacy and numeracy so they can be successful in school, as well as in life.

### Overall summary of progress

- Teachers confidently entered PLAN data every 5 weeks throughout 2016.
- Professional conversations with school leaders were structured to reflect focussed feedback.
- Student internal and external data was monitored, interpreted and analysed to determine student learning needs and increase performance.
- Student learning was differentiated through the provision of additional targeted support.
- Performance growth amongst Indigenous students increased by 10% in Literacy and Numeracy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of Year 2 students attaining at (cl 8) or above expectation on the literacy continuum, for reading levels (currently 40.5% as at Feb 2/2016).	L3 Stage 1 program implemented across all Stage 1 classrooms which demonstrated an increase in student performance using internal data. Teacher professional development in data analysis was provided to support the implementation.	\$18,000
50% of Year 2 students using early arithmetic strategies at (Facile) or above by the end of the year, currently at 1% as at Feb 2/2016.	The implementation of numeracy programs cater to the individual needs of students and to support differentiation of teaching and learning programs. All staff received professional learning based on tracking students using the numeracy continuum.	\$2,700
Increase number of Year 4 students achieving top two skill bands in Numeracy (currently 13%) and Reading (currently 20%) or greater, by at least 40%.	Students working below stage expectations in numeracy and reading were identified, targeted and provided with additional teaching and learning interventions through the implementation of MultiLit and QuickSmart.	\$2,700
Average performance growth of Indigenous students to increase by 10% in Reading and Numeracy.	All Aboriginal students were provided with individual literacy and numeracy goals through the development of Personalised Learning Pathways (PLPs) in consultation with families and local Aboriginal Education Consultative Group (AECG) members.	\$2,700
Increase school average growth of NESB students by at least 10% in Reading and Numeracy.	All NESB students were working towards individualised goals through the successful implementation of Individual Education Plans (IEPs) in consultation with the English as an Additional Language/Dialect (EAL/D) teacher, Learning and Support Teachers (LAST), Classroom Teachers and families. EAL/D teacher was provided with professional learning relating to the various cultural groups identified within Ashcroft Public School.	\$3,000
Increased student self-regulation evidenced by students progressing through all positive	Internal school data demonstrates a 26% increase of students progressing through the positive behaviour levels as expressed through our Positive	\$18,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
levels.	Behaviour for Learning (PBL) system.	

## Next Steps

- Improving student outcomes in Literacy
- Improving student outcomes in Numeracy
- Strengthening Positive Behaviour for Learning to promote productive, engaging classrooms that celebrate success.
- Increase collaboration and engagement with families.
- Form an additional class in the infants above allocation.

## Strategic Direction 2

Increase and improve capacity of all staff to deliver quality public education

### Purpose

To ensure all teachers and the leadership team will actively participate in and measure the effectiveness of the evidence based professional learning and its impact, on improvement student learning outcomes.

### Overall summary of progress

- All teachers K–2 received training in implementing the literacy L3 program.
- Stage 2 and 3 staff were trained in delivering Reciprocal Reading Strategies.
- Stage 2 and 3 were trained in the delivery of evidence based spelling programs.
- Staff developed goals through the Performance and Development plans with evidence to support progress.
- Teacher evaluations and reflections of professional learning as well as programs/initiatives in the school was undertaken.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase % of Year 2 students reaching PLAN exit levels or exceeding, in comprehension expectations by 40%. Year 2 (cl 8) currently at 33%	Staff participated in the training programs L3 and Reciprocal Reading as well as professional learning targeted at accurately plotting student performance on PLAN. Staff demonstrated an increased understanding and confidence in the delivery of quality comprehension lessons.	\$18,000
Increase % of Year 4 students reaching PLAN exit levels or exceeding, in comprehension expectations, by 60% Year 4 (cl 10) currently at 0%	PLAN data demonstrates an increase of 5% of students achieving exit levels in comprehension for Year 4. Stage 2 and 3 students participated in comprehension programs such as Reciprocal Reading and targeted students received individualised support in reading and comprehension.	\$5,400
Teacher capacity increased to differentiate curriculum and embed formative assessment practices into both Literacy and Numeracy sessions.	Staff participated in professional learning about the quality implementation of formative assessment in literacy and numeracy as evidenced in their teaching and learning programs.	\$5,400
100% of staff attain PDP goals.	Staff participated in the creation of Specific, Measureable, Achievable, Relevant and Timely (SMART) goals for their Performance Development Plans (PDPs) and engaged in reflection and evidence collecting processes through mid-year and annual reviews. Staff received opportunities to collaborate with their team leaders.	\$5,400

### Next Steps

- Release of an Assistant Principal to oversee whole school initiatives and support Wellbeing through the review of Positive Behaviour for Learning and differentiated programs.
- Building teacher capacity in the numeracy program TEN.
- Ongoing training for staff in L3 support the Early Action for Success initiative.
- The employment of an Instructional Leader through the Early Action for Success initiative.



### Strategic Direction 3

Establish supportive, collaborative partnerships with local and wider community

#### Purpose

To develop, maintain and foster a school-wide culture of shared responsibility underpinned by a strong sense of belonging and appreciation of our diverse community by working collaboratively to focus on student wellbeing and educational outcomes.

#### Overall summary of progress

- Increase in support provided by the school's clinician to individual families
- Speech pathologists engage directly with families/carers.
- Creation of 'Friends of Ashcroft' parent group with regular meetings attended by a substantial group of members.
- Collaboration with the high school to ensure smooth transition programs for students and their parents/carers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
15 parents with enrolled students are actively involved in the new 'clinician' initiative (12 in 2015.)	There has been a significant increase of parents, with enrolled children, accessing the school's clinician to seek support with services, resources and medical interventions. The clinician actively participated in the school's learning support team to directly feedback with teachers relating to their students wellbeing and medical advice.	NIL
Increased parent capacity to support their child in the areas of speech: articulation, expressive and receptive skills.	The school utilised speech therapists to assess and track student speech articulation programs supported by Student Learning Support Officers (SLSOs). Families of identified students received a detailed summary of student achievement and progress. This included strategies to implement in the home environment, recommendations and future direction.	\$3,500
Increase by 10% parent engagement in support of student literacy skills through the 'Yarn Up' program currently 50%.	Continued opportunities for parents to engage in their children's learning by encouraging them to engage in and attend the Aboriginal 'Yarn Up' program. This will continue to be a priority throughout 2017.	NIL
Increase Aboriginal parent attendance at 'SistaSpeak,' PLPs and NAIDOC celebrations by 10%, currently at 80%.	100% of parents of Aboriginal students attended Personalised Learning Pathways (PLP) meetings to determine goals and celebrate the success of their children's learning and development. A significant increase of parents attended Combined Schools NAIDOC Week celebrations.	\$2,000
Increase parent representation of all main cultures at celebrations by 20%, currently at 15%.	All parents have been invited to attend whole school celebrations including but not limited to weekly assemblies, presentation day, NAIDOC week celebrations and Easter Hat Parades. All cultural groups were represented throughout these occasions.	\$1,000
10 parents/community members are actively involved in the 'Friends of Ashcroft', (0 in 2015).	There has been a demonstrated increase in the number of parents participating in the Friends of Ashcroft group. All parents are actively involved in fundraising for school initiatives and support whole school projects.	\$500



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase overall parent representation at parent/teacher meetings for Years 1–6, currently at 25%.	All parents were provided with the opportunity to receive feedback on their children's learning through meetings to share Best Start results, Speech Articulation assessment results, Mid-Year and End of Year Reports and one-on-one informal discussions relating to student progress. Parent/carer representation at parent/teacher meetings will continue to be a priority throughout 2017.	\$2,000

## Next Steps

- Increased input and consultation into school planning by parents through the Friends of Ashcroft group.
- Improved communication of school goals and achievements with the wider school community.
- Parent workshops relating to Early Action for Success, Positive Behaviour for Learning as well as Literacy and Numeracy across K–6.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Consultation with Aboriginal Education Consultative Group (AECG) and families to determine how best to support Aboriginal students and their education.</li> <li>• Developed in consultation, Personalised Learning Pathways (PLPs) for all Aboriginal students in collaboration with families.</li> <li>• Employed Aboriginal School Learning and Support Officer (SLSO), 2 days per week, to implement personalised programs with Aboriginal students performing below national averages.</li> <li>• Continued 'SistaSpeak' program weekly to promote cultural identity and wellbeing.</li> <li>• Participated in 'Yarn Up' to further develop public speaking skills and to connect with other Aboriginal students.</li> <li>• Participated in a Community of Schools NAIDOC Week initiative.</li> </ul> <p>Through these initiatives, we have continued to strengthen and promote partnerships with Aboriginal students, families and community members as well as organisations and agencies across the wider school network.</p>	<ul style="list-style-type: none"> <li>• Casual staff for Aboriginal PLP release – \$4,000</li> <li>• Aboriginal SLSO – \$14,400</li> <li>• 'Yarn Up' – \$1,200</li> <li>• NAIDOC Week – \$750</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Employment of an EAL/D teacher, 4 days per week</li> </ul> <p>Students with English as an Additional Language/Dialect were supported through intensive programs to assist their language development.</p>	<ul style="list-style-type: none"> <li>• EAL/D Teachers – \$80,000</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Employment of two School Learning and Support Officers (SLSOs) to work with students not meeting national averages across K–6.</li> <li>• Speech therapist employed, 1 day per week, to assist students with their articulation skills and to support SLSOs with their involvement in the program.</li> </ul> <p>Through the employment of the SLSO's and the Speech Therapist, student engagement and performance in literacy increased.</p>	<ul style="list-style-type: none"> <li>• Speech Therapist – \$50,000</li> <li>• 2 SLSOs – \$70,000</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teachers were released for collaborative planning days with executive team and participated in professional dialogue relating to assessment, data collection and analysis to ensure consistent teacher judgement.</p>	<p>\$9,000</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Students in 3–6 working below national benchmarks in numeracy engaged in the QuickSmart program with an SLSO.</li> <li>• Students in 3–6 working below national benchmarks in literacy participated in the MultiLit program with the support of an SLSO.</li> <li>• Purchased new guided reading resources for students in 3–6.</li> <li>• Purchased laptops for in class support to increase student engagement and improve learning outcomes.</li> <li>• Release of an Assistant Principal, 5 days per week, to support at risk students in the playground and classroom and to assist in the management of complex cases with families and community agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 SLSOs to support with the delivery of Quick Smart and Multi Lit programs – \$100,000</li> <li>• Classroom teacher to replace Assistant Principal – \$100,000</li> <li>• Classroom teacher, 1 day per week, to replace Assistant Principal – \$18,000</li> <li>• Additional Assistant Principal – \$31,800</li> <li>• Guided Readers – \$7,000</li> <li>• ICT Coordinator – \$18,000</li> </ul>

<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Release of Assistant Principal, 1 day per week, to support teachers in behaviour management and to create individualised behaviour management plans.</li> <li>• The employment of an Assistant Principal paid above establishment to support students in Stage 3.</li> <li>• Employment of three School Learning and Support Officers (SLSOs) to work with students not meeting national averages across K–6.</li> <li>• Teacher employed, 1 day per week, to assist, monitor and provide support, as well as professional learning with ICT.</li> <li>• Teachers in K–2 participated in L3 Kindergarten/Stage 1 training and release from class to attend professional learning days.</li> <li>• Teachers participated in a range of professional learning courses, related to their PDP's and improving student learning outcomes.</li> <li>• Stage 2 and 3 teachers trained in Reciprocal Reading strategies and North Coast Spelling program through professional learning, ongoing training and demonstration lessons.</li> <li>• Employment of classroom teacher above establishment in 3–6, to support students performing below expected benchmarks in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• L3 training – \$45,000</li> <li>• Professional Learning – \$20,000</li> <li>• Reciprocal Reading and North Coast Spelling implementation and training – \$15,000</li> <li>• Additional classroom teacher – \$100,000</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	EAL/D teacher provided support for refugee and new arrival students through consultation with classroom teachers and purchasing additional resources.	Teacher Release – \$1,341

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	141	156	152	153
Girls	115	123	122	120

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.1	93.5	93.5	90.3
1	92.7	93.2	91	90.8
2	93.7	94	91	92
3	92.7	94.7	93.3	92.5
4	93.2	94.6	92.6	94.1
5	93.5	95.1	91.4	93.3
6	92.3	92.7	91.7	92.4
All Years	93	94	92.1	92.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.85
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	3.77
Other Positions	0.4

\*Full Time Equivalent

In 2016, Ashcroft Public School had one Indigenous staff member.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

### Professional learning and teacher accreditation

All teachers participated in a variety of professional learning programs throughout 2016. All mandatory professional learning updates were completed with 100% attendance and participation from all teaching and non-teaching staff. Two teachers successfully completed their Accreditation at Proficiency.

Professional learning funds were allocated from Tied and Global sources (professional learning and syllabus implementation). The most significant programs were L3 Kindergarten and Stage 1 with a focus on assessment and data collection, analysis and entry. Teachers in Stage 2 and 3 engaged in professional learning focusing on Reciprocal Reading, comprehension and spelling.

Additional teachers were employed in order to provide release time for teachers to collaboratively plan the

implementation of key literacy and numeracy programs.

Other professional learning included:

- CPR Training – all staff
- Webinars and online training for new History Syllabus – all staff
- Anaphylaxis Training – all staff
- e-Emergency Care – all staff
- Leadership development courses – All executive staff
- School office and support staff attending workshops relating to administrative support and student support.
- Self Organised Learning Environment (SOLE) workshop – Librarian and Executive Staff.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	765 153.31
(2a) Appropriation	754 892.06
(2b) Sale of Goods and Services	-12 194.29
(2c) Grants and Contributions	22 294.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	161.49
<b>Expenses</b>	-212 674.91
Recurrent Expenses	-212 674.91
(3a) Employee Related	-134 048.99
(3b) Operating Expenses	-78 625.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	552 478.40
<b>Balance Carried Forward</b>	552 478.40

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

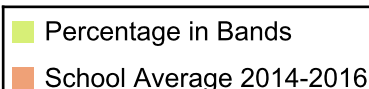
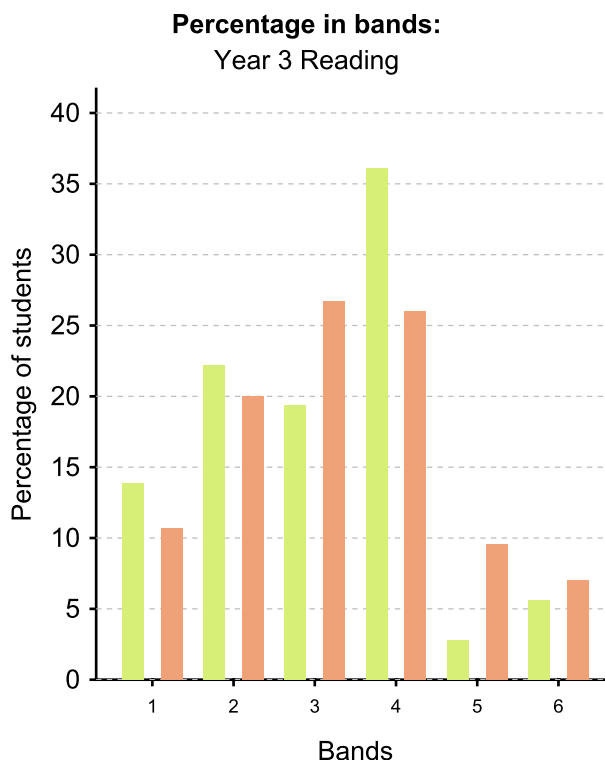
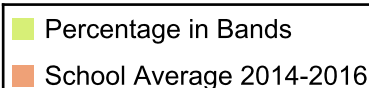
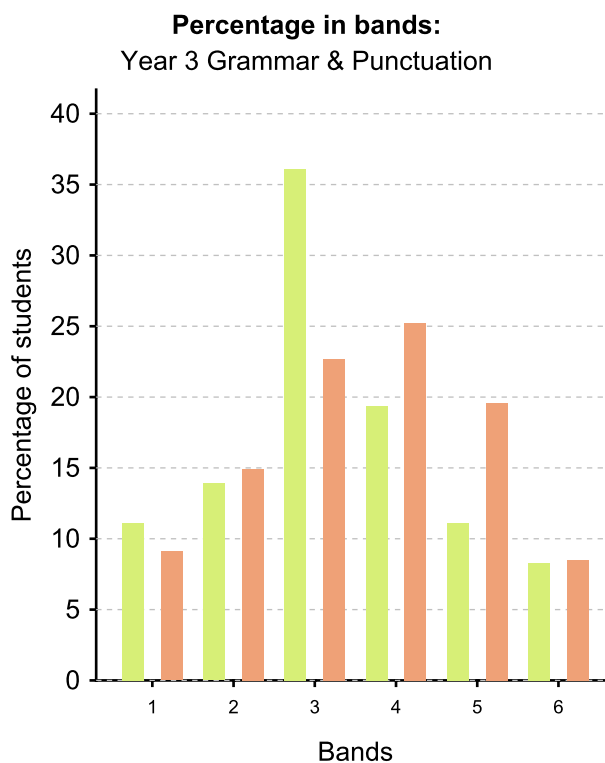
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 887 851.93
Base Per Capita	15 135.86
Base Location	0.00
Other Base	1 872 716.07
<b>Equity Total</b>	806 901.05
Equity Aboriginal	21 177.27
Equity Socio economic	492 193.58
Equity Language	107 004.96
Equity Disability	186 525.23
<b>Targeted Total</b>	1 341.48
<b>Other Total</b>	506 271.36
<b>Grand Total</b>	3 202 365.80

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

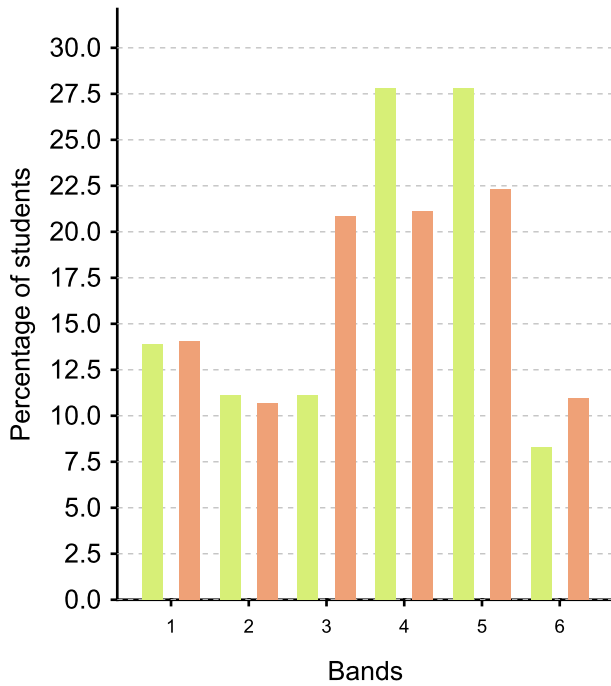
## School performance

### NAPLAN

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

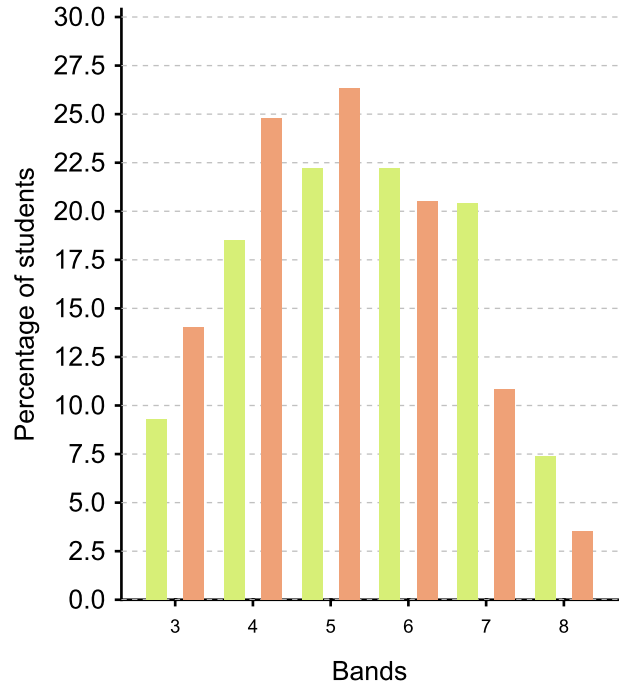


**Percentage in bands:**  
Year 3 Spelling



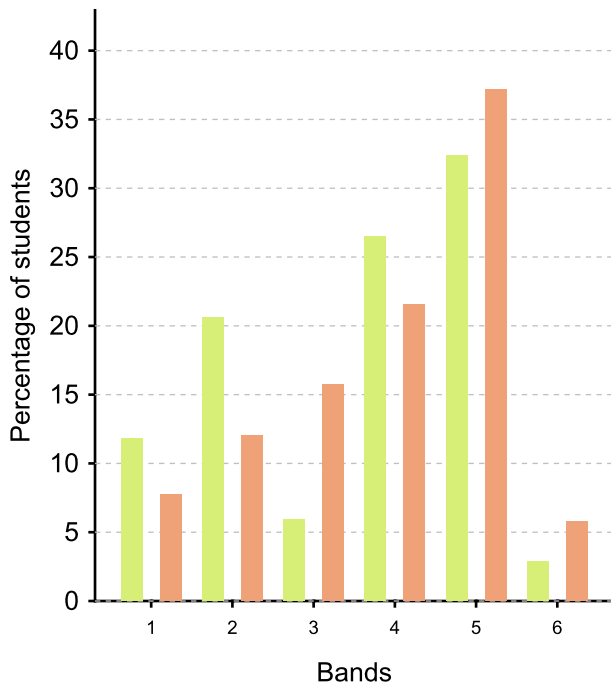
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



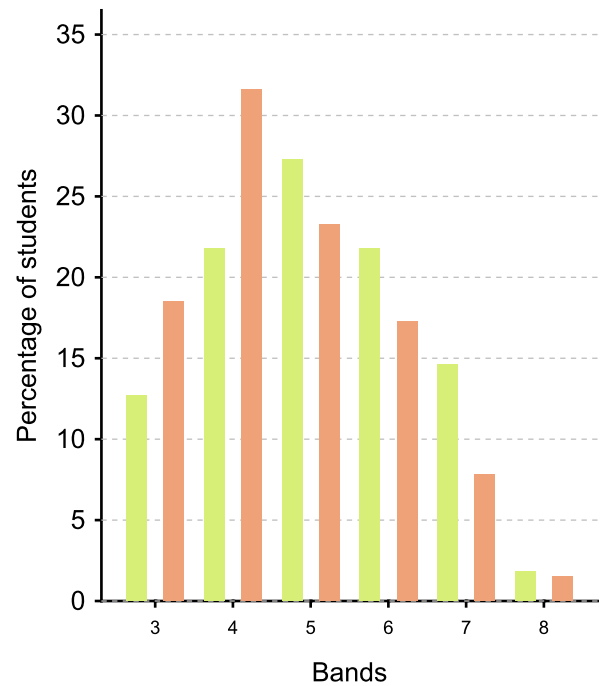
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2014-2016

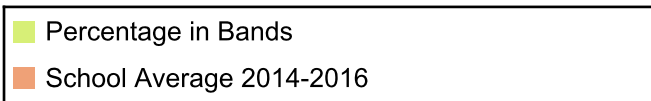
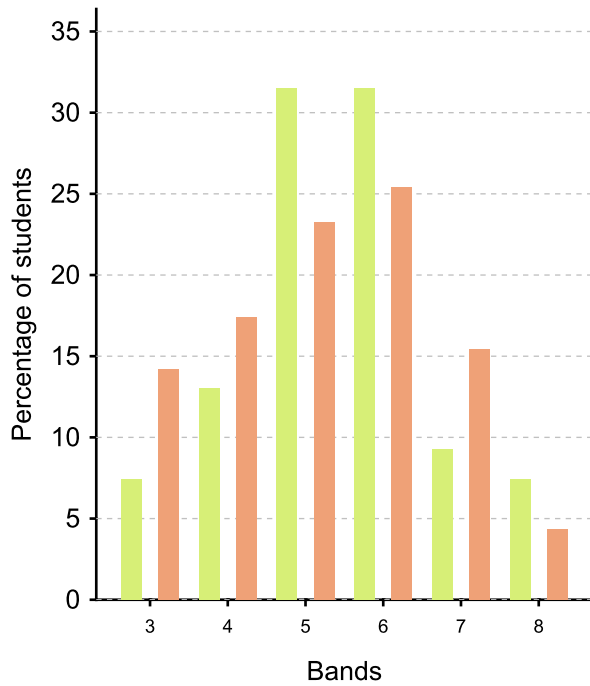
**Percentage in bands:**  
Year 5 Reading



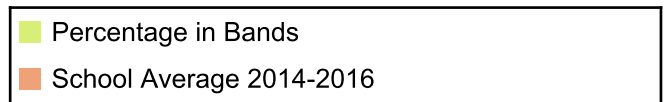
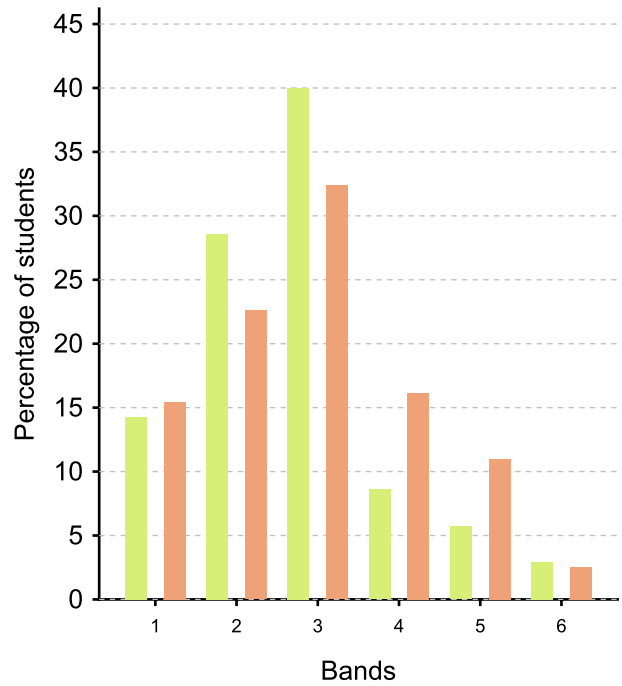
Percentage in Bands  
School Average 2014-2016



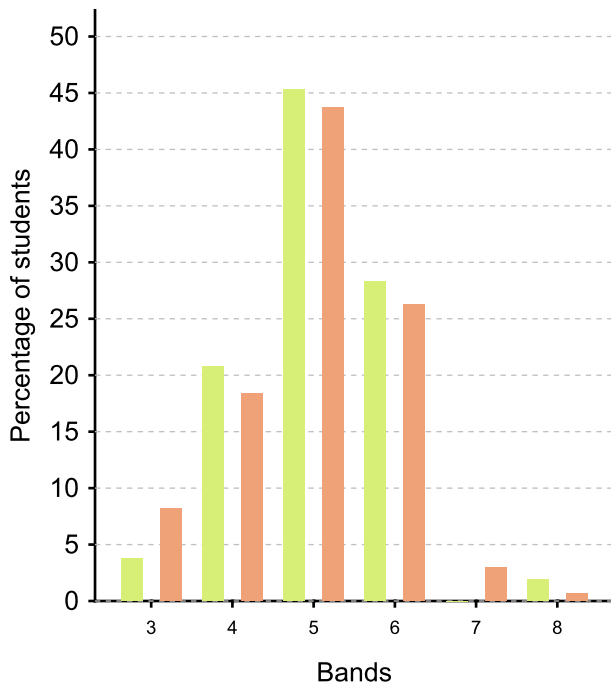
**Percentage in bands:**  
Year 5 Spelling



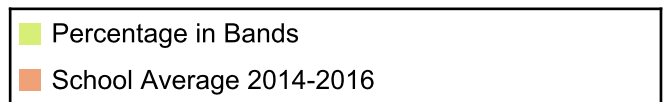
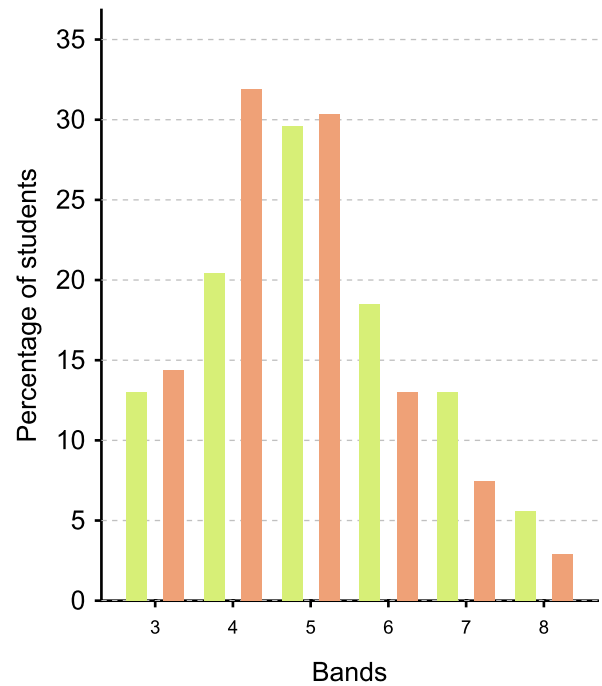
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

In 2016, a parent P&C group was re-established with the aim to increase engagement from within the parent community. On average, 10 parents attended the meetings, twice per term.

Consultative focus groups were established and engaged in reflecting on school practice. Overall, parents:

- felt welcomed into the school environment
- were well informed over their child/ren's progress
- had opportunities to meet with their child/ren's teacher to discuss their learning and progress

In 2016, Stage 3 students reported that:

- they were interested and motivated in their learning
- they understood the school rules – "Be Safe, Be Respectful, Be a Learner"
- they felt teachers were responsive to their needs and encouraged independence

Staff engaged in opportunities to reflect and give feedback. Results include:

- 100% of teachers collaborated and worked together to plan learning opportunities for students and provide feedback to each other
- Teachers engaged in opportunities to give feedback and future direction on professional learning opportunities
- All teachers participated in meetings where their professional learning needs were addressed.

## Policy requirements

### Aboriginal education

In 2016, 39 students were enrolled who identified as being of Aboriginal descent. All students had Personalised Learning Pathways (PLPs) which were created in consultation with families, local AECG, and our Aboriginal staff member. These plans were monitored closely throughout the year to ensure students were successful in achieving their learning goals.

Female Aboriginal students in Stage 2 and 3, participated in our SistaSpeak program on a weekly basis which enabled them to participate in a series of activities focused on health, self-esteem and social development. This resulted in increased engagement and participation in classroom and non-classroom based activities.

Five Aboriginal students in Stage 3 participated in the 'Yarn Up' public speaking program which enabled students to further developing their public speaking skills and gain confidence in their ability.

All Aboriginal students, K–6, attended a combined schools NAIDOC event with a focus on celebrating cultural identity. NAIDOC week was also celebrated at Ashcroft Public School with activities and events related to increasing students understanding of Aboriginal culture.

Students from Ashcroft Public School were nominated for an Aboriginal Achievement Award, with a student being the recipient of the KARI "All-Round" Achievement Award.

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2016.

### Multicultural and anti-racism education

Effective Multicultural education has been carried out in all classrooms across Preschool to Year 6. We celebrate our Multicultural population with many events including Multicultural Day, Harmony Day and the inclusion of Multicultural units of work. During our Positive Behaviour for Learning lessons, opportunities were utilised to educate students about racial bullying and discrimination.

## Other school programs

### Breakfast Club

Through the implementation of our Breakfast Club program which runs five mornings per week, students were able to access healthy breakfast options. Food was donated and sourced from the Red Cross as well as donations from community organisations. On average, 30 students per day accessed the school's Breakfast Club program.

### Junction Works

The Junction Works program offered students opportunities to participate in quality extra-curricular activities after school. Activities included art and craft, cooking, social skill games and sport.

### Creative Arts– Dance/Choir Performance Group

The Ashcroft Public School Senior and Junior Dance Groups and Choir group provided students across Stages 1– 3 the opportunity to refine and develop their dance, choir and stage skills. Students participated in regular rehearsals and performed at a range of school assemblies and at the Western Liverpool Festival of Performing Arts.

The Stage 3 High School Transition Dance Group travelled regularly to Ashcroft High School where they were taught by the school's dance teacher in a modern dance studio. Students performed the dance they learnt at a range of school assemblies and became familiar with learning in a high school environment.

### Aboriginal Community Dance

The Liverpool Women's Resource Centre facilitated an Aboriginal After-School Dance group which catered for Aboriginal children and families across the Liverpool area. Aboriginal students participated in weekly dance activities. Dance classes were delivered by Aboriginal dance teachers.

### Beehive Community Centre

Ashcroft Public School facilitates a community centre that encourages families to engage in early childhood parent groups including an Aboriginal and Arabic playgroup. The Beehive provides parents with opportunities to engage in educational activities and builds positive relationships with members of the greater community.