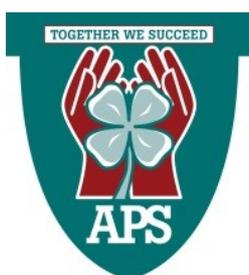


# Ashtonfield Public School

## Annual Report



2017



4642

## Introduction

The Annual Report for 2017 is provided to the community of Ashtonfield 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.

Principal

### School contact details

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Norfolk St  
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### Message from the Principal

2017 was a challenging year for Ashtonfield Public School community. It was a year where we faced difficulties and demonstrated resilience, strength and character. We emerged ready to embrace change for our students, staff and parent body.

Our Principal Narelle Ryall officially stepped down from the role. We wish her the best and thank Narelle for leading the school for ten successful years.

After collaboration and consultation with the staff and parents of Ashtonfield PS, the focus for the future will be high expectations in literacy, numeracy and wellbeing, while growing stronger community connections.

We continue to provide opportunities for our students in sport, music and creative arts.

We would like to thank all of the parents, staff and students who continue to support our school, especially our P&C.

With a new Principal and six new permanent staff members to complement our current staff we are looking forward to 2018.

I would also like to thank all of the students, staff and parents who welcomed me back to Ashtonfield PS in September 2017. I look forward to being part of an enthusiastic, positive executive team leading Ashtonfield PS into the future.

Sue Holt

Relieving Principal

September – December 2017

### Message from the school community

As the 2018 school year begins, I can't believe it's time to reflect on the past year. 2017 was an extremely difficult one for Ashtonfield Public School. I believe though, the P&C has been an integral part in helping the school move forward in a positive direction. I want to thank Sue Holt, our relieving Principal last year, our relieving Deputy Principal Donna O'Neil, Assistant Principal David Stone, the office staff and all APS staff members for all their support in 2017.

Moving forward, it is my pleasure to officially welcome our new Principal, Mrs Melissa Scully, our new Assistant Principals Mrs Erin Staniland and Mr Matt LeLeu as well as 4 new permanent staff members. I look forward to the continuing development of strong relationships between APS staff and the parent community and to witness the academic and personal growth of our students.

Ashtonfield 's P&C were once again highly successful raising funds for the school. We did this through our canteen, uniform shop, Mother and Father's Day stalls and fundraising events such as another colour run, Movie nights, various raffles, Zone Athletics carnival canteen and coffeeman and 150 cases of mangoes! Last year we raised close to \$47,000.

With this money, we have been able to provide the school with \$12,000 worth of home readers, another bank of laptops in addition to what we gave in 2016, two beautiful marques, schoolbanners, money to help beautify the Kindergarten playground, soccer shirts and heaps of other sporting equipment, presentation books and a defibrillator.

For the first time ever, we undertook a 5 cent charity challenge with classes. I am very proud that the school community raised \$1231.85. This money was donated to the Maitland branch of Headspace. Headspace provides Mental Health support to Youths aged 12–18.

I would like to take this opportunity to thank my 2017 P&C Executive team, Vice Presidents Charne Saunders and Kay Munro, our Treasurer Annie Marshall, Secretary Maryanne Duncan, our Uniform shop Co–ordinator Kirsten Worth and our Canteen Supervisor Tracy Constable as well as the rest of our P&C members. Thank you to everyone else who had helped in some way throughout the year. I am so grateful, for everyone's support.

I look forward to a successful and positive 2018.

Jen Arnold

President

Ashtonfield Public School P&C

## School background

### School vision statement

Ashtonfield Public School will develop students to become effective and informed community citizens.

### School context

Ashtonfield P.S. is a large primary school that caters for a diverse range of learners from various, economic, ethnic, religious and social backgrounds. The school is situated in the lower Hunter valley area. The school is held in high regard by its local community. Delivering a balanced curriculum with a clear focus on the academics, the arts and sport, the school looks forward to continuing a long tradition of quality education. The school is working hard to embrace the best approaches in teaching and learning and is committed to every child reaching their full potential. An interested and active parent body works hard to allow the school to provide opportunities for the students.

An enhanced state-wide model of school financing has enabled us to trial programs which have been new to our school.

These have included:

- "Busy Bees" Transition to school program and the Stephanie Alexander Kitchen Program;
- increased release time for the staff to better support student wellbeing initiatives;
- opportunities for our Aboriginal students to attend programs such as Galuwa Scholarship Programs with their wider community and to have academic support; and
- additional support learning officer time.

We will continue to develop, through ongoing support for staff, the community and the students themselves a culture of high expectations and wellbeing for Ashtonfield Public School students.

## 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.

The school determined that the on-balance judgement for the Learning Culture, Wellbeing, Curriculum, Reporting and Management practices and processes within the school is 'Delivering'. The school offers a curriculum that meets the requirements of the Department of Education and the NSW Education Standards Authority.

In addition, in the elements of Assessment, Student performance measures, Effective classroom practice, Data skills and use, Professional standards, Learning and development, Educational leadership, School planning, implementation and reporting and School resources, the school determined that on the on-balanced judgement is 'Working towards Delivering'. A focus for the school is to refine student assessment processes and use this information to inform quality teaching practices.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Developing successful learners

### Purpose

The purpose is to develop among A.P.S. learners the skills and understandings to achieve socially, emotionally and academically. Students will value education and be motivated to continue their learning.

### Overall summary of progress

Our continued school wide focus has enabled us to achieve progress in this strategic direction through a successful approach to student well being and learning culture. There have been observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Learning and support team processes focused on the identification of student learning needs and the provision of targeted learning accommodations and adjustments. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnerships with their parents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive student movement along the learning continuum; English K–6 and Numeracy K–10.  Students accessing	\$20000  \$10000	100% of K–2 students were tracked on PLAN in literacy and numeracy.  Year 5 students participated in the Stephanie Alexander Kitchen Garden Program.  Students participated in band and choir, instruments were purchased to support expansion.

### Next Steps

The 2018–2020 Strategic Plan will focus on aspirational expectations of learning progress for all students.

The school focus will include:

- a culture of collaborative feedback and regular consultation is developed and maintained between all stakeholders including AECG and EALD, in order to develop one year of learning for one year of teaching for every student
- learning support systems will be underpinned by early identification of student progress with five–weekly data analysis cycles, and
- PBL will be implemented throughout the whole school community with consistent understanding and community values.

## Strategic Direction 2

Developing successful teaching practices

### Purpose

The purpose is to enhance the practices, knowledge and understandings of the teaching staff so they can further engage students in their own learning in order to improve student outcomes.

### Overall summary of progress

Reflective teaching practices have been the emphasis of our teaching programs in 2017. Grade and stage teams developed and implemented focused assessment strategies and aligned programming strategies, such as clear learning intentions, explicit teaching and differentiation to meet the needs of every child. Professional development plans (PDPs) for all teachers include a curriculum focus relevant to the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Class programs and teaching practice to engage in individual learners that are reflective of DEC requirements.	\$10000 \$2000 (4 teacher days release)	Two executive staff were trained in Focus on Reading Phase 1. A Science & Technology audit was undertaken.
Teachers are actively engaged in evidence based professional learning.	\$10000	Learning and Support Teachers were trained in Synthetic Phonics. and K–2 staff were trained in Jolly Phonics.

### Next Steps

A whole school approach with a focus on explicit teaching to optimise learning progress for all students across the full range of abilities will be implemented.

School processes will include:

- teachers undertaking quality professional learning to improve their teaching and learning with a focus on Explicit Instruction,
- school planning reflects teacher collection, analysis and implementation of benchmark data to inform teaching and learning, and
- a culture of inquiry is promoted, where real world learning opportunities are provided to promote understanding.

### Strategic Direction 3

Developing a successful school community

#### Purpose

The purpose is to use innovative practice in order to improve the systems within the school which will in turn strengthen and maintain positive partnerships and roles within the school community.

#### Overall summary of progress

The school engage parents and community throughout the year in a range of programs to support the transition of students. The second semester saw an increased need for improved community consultation and communication. This is reflected in the 'Next Steps' section of this document.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in numbers and cross section of community members participating in school activities.	\$5000 \$6000	Busy Bees Kindergarten transition program implemented for Terms 3 & 4.
Decrease in student referrals to Planning Room.	\$5000 \$1500 \$10000	Teachers were released for half a day each to support student led conferences.  Transition meetings took place to support students in new class settings.  Education week was planned and supported by the whole school community  Teacher Wellbeing support

#### Next Steps

New strategic directions will include strong connections with the whole school community. The purpose is to create a sense of belonging.

Areas of focus will include:

- open and transparent communication for school to home across all levels,
- embracing community projects to ignite community spirit, and
- professional learning to improve mental health and wellbeing for the whole school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20562	3 days a week – Aboriginal Education Worker  Junior AECG meetings, engaging Aboriginal students.  Provision of Personalised Learning Plans for all Aboriginal students.  Teachers undertaking professional learning through 'Connecting to Country'.
<b>English language proficiency</b>	\$36339	Employment of additional Learning and Support Teacher
<b>Low level adjustment for disability</b>	\$45000	Additional Student Learning and Support Officers (SLSO)s were employed to support students in the classroom and playground.  Funds were used to support targeted Learning and Support Team meetings.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing entitlement of a full time teacher	Additional teacher release was provided to improve teaching capacity, knowledge, skills and attitudes to guide teaching practice in the classroom.
<b>Socio-economic background</b>	\$94183	Additional classroom teachers were employed to support staff and students through the Stephanie Alexander Kitchen Garden Program in addition to withdrawal learning support programs..
<b>Support for beginning teachers</b>	\$53800	Funds were not accessed.
<b>School Chaplaincy Program</b>	\$20000	A Chaplain was employed to support students in the playground and classroom two days a week.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	321	306	303	301
Girls	313	294	308	322

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	94.2	95.7	94.8
1	94.6	95.1	95.3	94.9
2	93.7	95.1	94.4	95.4
3	93.1	94	95.2	94
4	93.5	92.3	94.1	93.4
5	92.5	93.2	92.3	92.3
6	93.3	92.5	93.9	92.5
All Years	93.7	93.8	94.4	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

School practices encourage and support full attendance. 100 percent attendance award certificates are presented at our end of year presentation day ceremony. We encourage our families to advise the school of the reason for any absences as soon as possible. Classroom teachers follow up any unexplained absences. We are assisted in our efforts to encourage regular attendance by our Home School Liason Officer Mrs Sandy Woolfe.

Ashtonfield Public School attendance rates are consistently above state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.54
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

Ashtonfield Public School has three Aboriginal classroom teachers and employed an Aboriginal Education Worker for Semester Two.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

Staff engaged in professional learning that focussed on the teaching of reading and the sharing of professional practice. Our learning and support team trained in the use of Synthetic Phonics to assist their teaching of students with specific learning needs. Our K–2 staff received training in Jolly Phonics with a focus on reading, spelling and grammar. Focus on Reading training was planned and started with our 3–6 staff. All Teachers were given the opportunity to observe and reflect on teaching practice in a variety of classroom settings to develop their understanding of effective classroom practice and the importance of delivering meaningful and relevant learning experiences.

Ashtonfield Public School has five teachers who are working towards accreditation at the proficient level.

There are eighteen teachers who are at Proficient status and within their Maintenance phase. No teachers are working towards Highly Accomplished or Lead level.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>198,392</b>
Global funds	300,558
Tied funds	228,394
School & community sources	202,043
Interest	2,998
Trust receipts	11,892
Canteen	0
<b>Total Receipts</b>	<b>745,884</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	115,634
Excursions	89,359
Extracurricular dissections	50,954
Library	4,157
Training & Development	11,203
Tied Funds Payments	186,751
Short Term Relief	88,018
Administration & Office	68,682
Canteen Payments	0
Utilities	2,291
Maintenance	17,101
Trust Payments	8,633
Capital Programs	22,558
<b>Total Payments</b>	<b>665,341</b>
<b>Balance carried forward</b>	<b>278,935</b>

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	787,118
Appropriation	657,853
Sale of Goods and Services	269
Grants and Contributions	128,383
Gain and Loss	0
Other Revenue	0
Investment Income	613
<b>Expenses</b>	-440,233
Recurrent Expenses	-440,233
Employee Related	-219,498
Operating Expenses	-220,736
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	346,885
<b>Balance Carried Forward</b>	346,885

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

Figures presented in this report may be subject to

	2017 Actual (\$)
<b>Base Total</b>	3,898,872
Base Per Capita	93,377
Base Location	0
Other Base	3,805,495
<b>Equity Total</b>	363,518
Equity Aboriginal	20,562
Equity Socio economic	94,183
Equity Language	36,339
Equity Disability	212,434
<b>Targeted Total</b>	79,180
<b>Other Total</b>	338,104
<b>Grand Total</b>	4,679,674

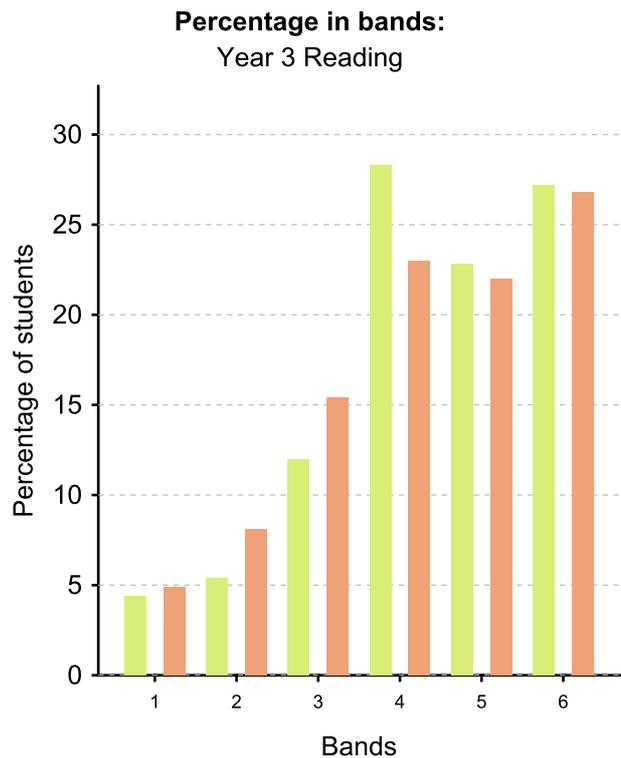
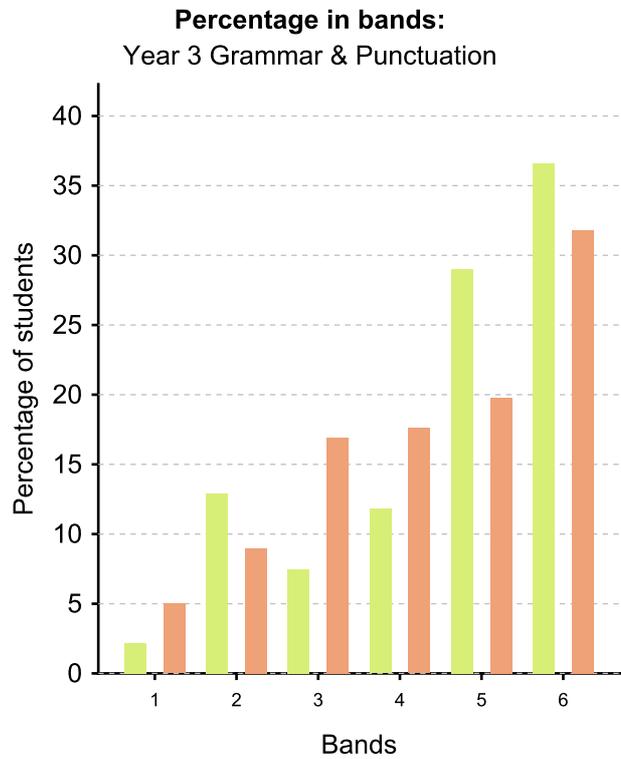
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

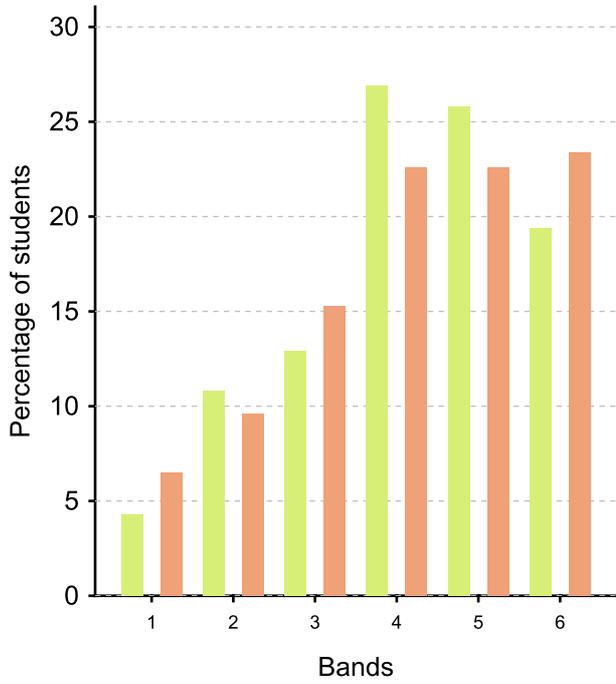
## School performance

### NAPLAN

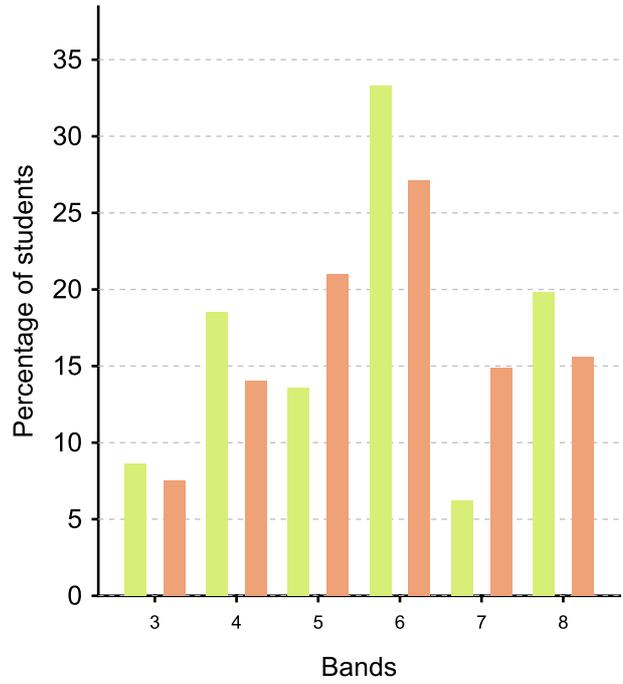
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



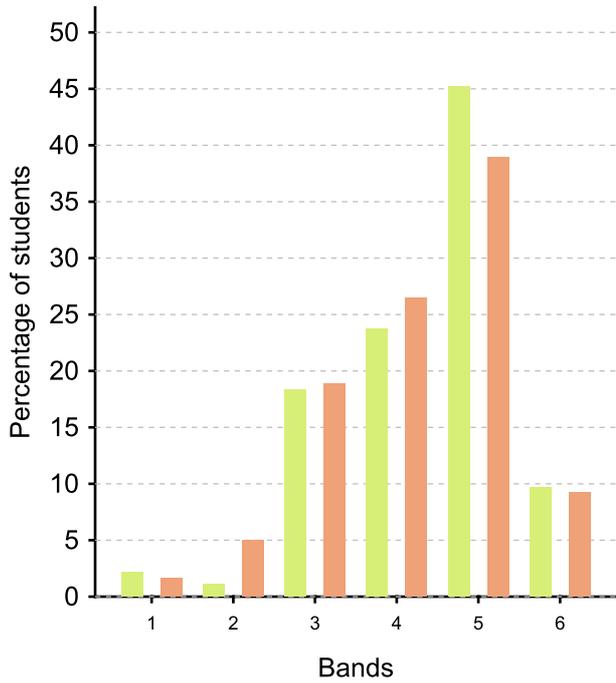
**Percentage in bands:**  
Year 3 Spelling



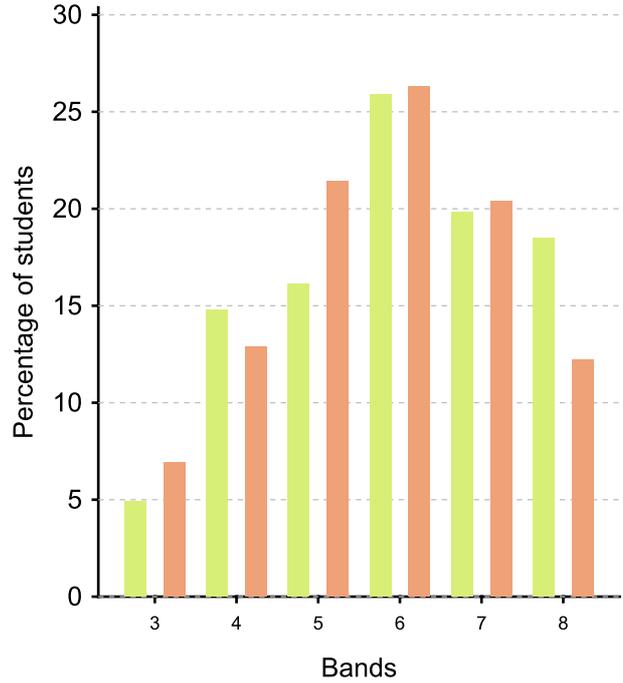
**Percentage in bands:**  
Year 5 Grammar & Punctuation



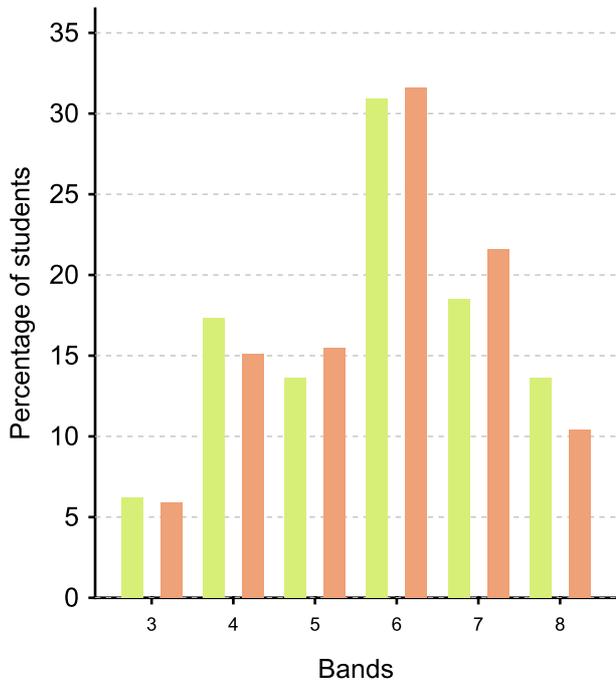
**Percentage in bands:**  
Year 3 Writing



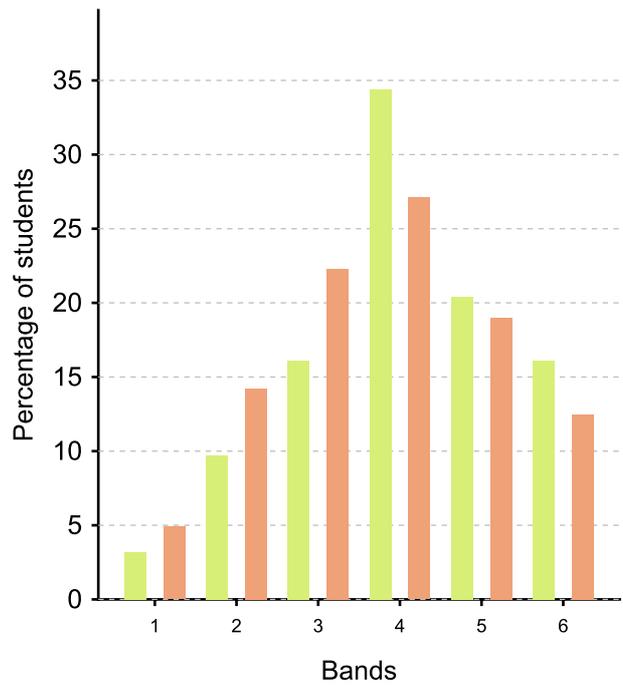
**Percentage in bands:**  
Year 5 Reading



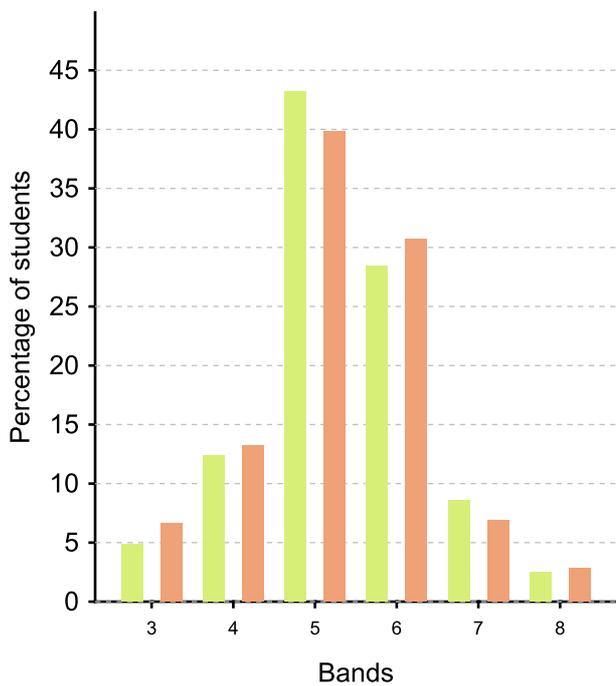
**Percentage in bands:**  
Year 5 Spelling



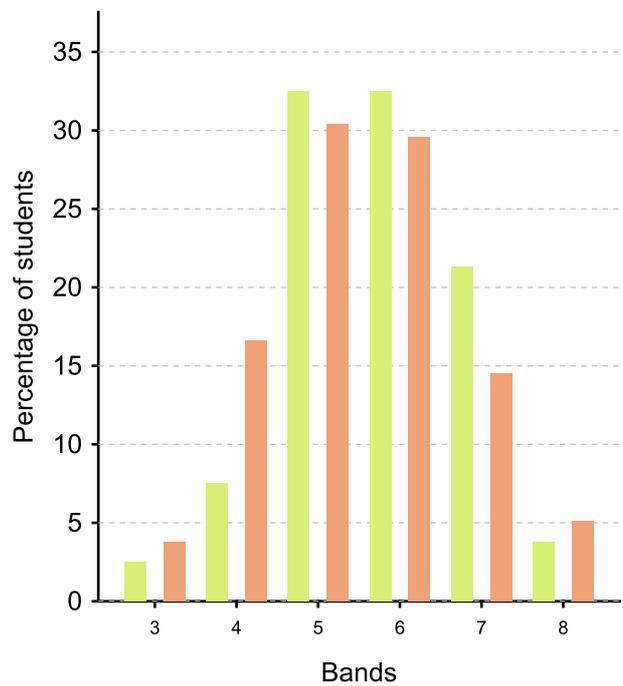
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

Over seventy parents were phoned to seek feedback and future directions for 2018. The 'Wordle' below

