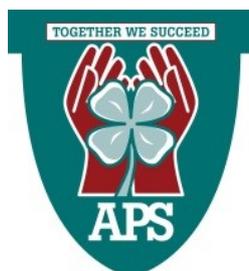


Ashtonfield Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Melissa Scully

Principal

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School background

School vision statement

Ashtonfield Public School is committed to leading public education in the Hunter Valley in developing highly literate and numerate students. Our students are future focused innovators, embracing technology with creative and critical thinking approaches that utilise advanced, forward thinking practices.

Together we succeed; everyone, everywhere, everyday.

School context

Ashtonfield Public School, with an enrolment of 609 students, is situated in the lower Hunter Valley. The school has a Family Occupation Education Index (FOEI) of 80, the student population includes forty-two Aboriginal and Torres Strait Islander students and sixty-three students with a Language Background Other Than English (LBOTE).

The school is held in high regard by its local community with an interested and active parent body working hard to support the school by providing opportunities for all students. 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 enhanced state-wide model of school financing enhanced school programs during 2015–2018 including; the 'Busy Bees' transition to school program and the Stephanie Alexander Kitchen Garden Program, music programs including band and choir, increased release time for the staff to better support student wellbeing initiatives, opportunities for our Aboriginal students to work with the wider community and to have academic support, and additional support learning officer (SLSO) time.

Analysis of NAPLAN results for 2015–2017 demonstrated that students in Years 3 at APS performed inconsistently at state average in reading, writing and grammar & punctuation with results consistently below in spelling and numeracy. Inconsistencies remained in Year 5 with reading, writing, spelling, grammar & punctuation. Numeracy results in Year 5 indicate a significant decline from State average.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning – In the domain of Learning the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework. In the element of Learning Culture the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Student performance measures the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Teaching– In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Leading – In the domain of Leading the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of School resources the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Management practices and processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

School determined next steps in the self-assessment process:

Self assessment

1. Ask for feedback and evaluate and feedback.
2. Measure impact of programs.
3. Explore effect size of practices

Learning

1. Student identification, every student having an identified support person at school to support connection at school.
2. Students identifying what they need to do next to improve in their learning.

Teaching

1. Continue the focus on Explicit Instruction with the unpacking of daily writing and genre writing. Track writing in a similar fashion to Reading against a set of benchmarks to inform early intervention and the ongoing planning of teaching.
2. Consistent application of student goals for learning and student reporting of attainment to parents.

Leading

1. Develop and sustaining the focus on instructional leadership to embed ongoing improvement in student outcomes through LST and Pedagogy leader roles.
2. Professional learning and manipulation of flexible physical spaces to support the planned facility upgrade.

Our self-assessment and the external validation process on 2018 assisted 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

Evidenced – based practice

Purpose

A whole school approach with a focus on explicit teaching to optimise learning progress for all students across the full range of abilities. Effective methods are identified, promoted and modelled and student's learning improvement is monitored, demonstrating growth. Collaboration underpins informed planning and the use of data to drive teaching.

Overall summary of progress

Through lesson demonstrations, team teaching and lessons observations with the Teaching and Learning Assistant Principals, classroom teachers have been implementing Explicit Instruction warm-ups in reading and daily writing. Students are completing a reading warm-up 4 times a week and writing warm-ups daily.

Students in Years 3–6 are completing STEM lessons as part of our RFF program and are beginning to implement STEM in Year 2. Students K–2 are learning fundamentals of ICT.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An improved percentage of students are working at school-measured benchmarks or above in reading, writing and mathematics.	QTSS teaching allocation 0.6	K–6 Reading data indicates that 54% of students achieved zone of expected achievement in reading or above. This is an improvement of 20% from the beginning of 2018. During Semester 2, students across Kindergarten to Year 6 writing at or above expected school-measured benchmarks improved by 19%.
100% of teachers use benchmark data to differentiate teaching and learning through Explicit Instruction.	\$15000 resources \$5000 EI team release	Additional readers to support all teachers K–2 are completing running records five-weekly. All Teachers 3–6 are implementing a school-based reading assessment tool to collect data five-weekly. Reading data is being used to differentiate teaching and learning for reading through Explicit Instruction.

Next Steps

Ashtonfield PS will continue to sustain exceptional growth for all students in reading as indicated in the progress achieved this year through continued professional learning in reading and Explicit Instruction.

the school will fully implement Explicit Instruction genre writing, tracking the development of students and providing intervention at their point of need.

Ashtonfield Public School will continue to strengthen networks created through the development of Explicit Instruction in the growing number of local schools involved. Pedagogy leaders (K–2, 3–6) will support teacher training and development, ensuring consistency across the school.

Teachers will provide individual feedback based on writing rubrics to students to drive their learning goals and achievement.

Strategic Direction 2

Personalised Learning

Purpose

The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students on their learning is used to drive personal goal setting. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

Overall summary of progress

Ashtonfield Public School will continue to regularly monitor identified students and ensure that these students receive targeted intervention at their point of need.

Five weekly data analysis involving all staff and clear learning support processes to support student learning are ongoing to ensure that every student is given the best opportunity to develop one year of learning for one year of teaching.

At Ashtonfield Public School our target is to ensure 100% of our Aboriginal students, EALD students and students with additional needs have personalised learning goals that are targeted and continually updated responsive to need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of identified students are regularly monitored, receiving intervention and reviewed through learning support referrals.	\$50000	Additional Student Learning Support Officers employed to support all students
An increased percentage of students achieve one year of learning or more for one year of teaching, identified through school wide benchmarks.		Learning Support Team systems and procedures redeveloped
100% of EALD students, Aboriginal students and students with additional needs have personalised learning goals, responsive to need.	\$25000 \$42000	Additional Learning and Support Teachers to provide intervention at the point of need to EALD and Aboriginal students.

Next Steps

PBL will continue to be a focus, with signage to be purchased and installed. The school will introduce five-weekly PBL assemblies and Monday morning assemblies to celebrate student success.

A new approach to Aboriginal PLPs will be implemented with a teacher mentor released to support the planning with parents and students.

All teachers and students will identify learning personal learning goals with a focus on writing.

In addition, the school will continue to refine and develop Learning Support Team processes, including the process to monitor therapy and support services on site.

Strategic Direction 3

Strong Connections

Purpose

The school is recognised as being responsive by its community, effectively creating a sense of belonging. Positive and respectful relationships are evident, promoting community wellbeing to ensure optimum conditions for student learning across the whole school.

Overall summary of progress

By attending the Positive School Conference we consulted with the URSTRONG team and they delivered a staff workshop and a parent/child workshop in October. It supported the foundations of helping our staff, students and their families how to deal with friendship issues. In addition, we held family sessions from Interrelate which supports our families discussing – 'where did I come from?'

The staff all joined teams for the 100 day Virgin Global challenge where being more active for a 100 days was our goal. Staff were issued with fitness trackers and worked on personal and team goals. We did become fitter with a 10 000 steps a day challenge. Some staff took it very seriously. All staff were involved in the Term 3 SDD team building and Wellbeing focus, completing a scavenger hunt in the local area. We held staff lunch days every week and we dressed up in a colour on the day. It provided a talking point to help develop relationships.

We held our very successful launch day for PBL where we introduced our new school expectation, our new mascot, new colours, new awards and rewards and we gave every student and staff member wristbands to wear to school. The school community are fully supportive of the renewal of PBL in our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students, teachers and community reporting a sense of belonging, expectations for success and advocacy at school.	10000	62% of students in Year 5, reported a positive sense of belonging in comparison to 58% of the same students in October 2018. The school relaunched PBL and celebrated with a silent disco.
The school moves from Participation Level 2 to Partnership Level 3 as measured by the Strands in Community Partnerships Reflection and Planning Matrix in the areas of 'School and classroom practice' and 'Parents learning about children's learning'.	NIL	The school introduced open classrooms to introduce Explicit Instruction, with many parents in attendance
An increased percentage of students attend school every day.	NIL	There was an increased focus on attendance through Learning Support Team procedures.
Improved staff engagement percentage as measured in the 'People Matters' Survey.		The people's matter survey was first completed in 2018.

Next Steps

After consulting with the staff, we have decided in 2019 to move forward with the friendship workshops for every student and every staff member to continue our growth as a positive school with a culture of belonging. URSTRONG will be implemented school wide after student learning sessions in Term 1.

The school has engaged the Specialist Support for 2019 to guide the development of processes in systems in Wellbeing

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25715 <ul style="list-style-type: none"> Aboriginal background loading (\$2 500.00) 	Additional teacher support in literacy resulted in 51% of Aboriginal students reading at or above expected benchmark in comparison to 30% at the beginning of the year.
English language proficiency	\$42305 <ul style="list-style-type: none"> English language proficiency (\$5 000.00) 	Additional teacher support in literacy resulted in 69% of EALD students reading at or above expected benchmark in comparison to 41% at the beginning of the year.
Low level adjustment for disability	\$160347	Additional Student Learning Support Officers supported Explicit Instruction in class. Reading data indicated that over the course of 2018, 60% of K–6 students were at or above expected level in reading compared to 48%.
Quality Teaching, Successful Students (QTSS)	QTSS FTE 1.046 <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$ 10890.00) Quality Teaching, Successful Students (QTSS) (\$10 890.00) 	QTSS FTE was used to provide additional support to students. Assistant Principals were released to support pedagogy development and Learning & Support Team systems. Focusing on differentiation, 100% of classroom teachers introduced Explicit Instruction reading warm-ups into their classroom.
Socio-economic background	\$94183	The school funded the Stephanie Alexander Kitchen Garden Program throughout the year. In addition, the school purchased future focused furniture for the Kindergarten classrooms and purchased a fleet of laptops and replacement interactive boards. Funds were used to provide additional Learning and Support Officers in classrooms. Extensive professional learning was provided to all staff in the area of Explicit Instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	306	303	301	313
Girls	294	308	322	305

Student enrolments levelled in 2018 within the Department of Education Enrolment Policy. The school maintained 24 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.7	94.8	94.3
1	95.1	95.3	94.9	93.6
2	95.1	94.4	95.4	94.4
3	94	95.2	94	95.3
4	92.3	94.1	93.4	93.2
5	93.2	92.3	92.3	92.7
6	92.5	93.9	92.5	91
All Years	93.8	94.4	93.9	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance data is tabled at the Learning Support Team meeting twice a term. Daily SMS is used to inform parents of an absence, in addition teachers phone parents after two consecutive days of absence. The school works in partnership with the Home School Liaison Officer and parents to identify patterns of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.14
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Ashtonfield Public School welcomed seven new permanent staff members including the school principal, two assistant principals and four classrooms teachers.

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

All beginning teachers were supported through the teacher accreditation process with four teachers gaining accreditation at proficiency. All mandatory training was completed as required.

The whole staff participated in team building and wellbeing activities including a scavenger hunt in the local area and a fitness challenge, tracking daily steps. All staff participated in Explicit Instruction training with pedagogy leaders supporting teachers in class through coaching, team teaching, demonstrating lessons and providing feedback through observations.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

	2018 Actual (\$)
Opening Balance	346,885
Revenue	5,416,132
Appropriation	5,179,433
Sale of Goods and Services	5,961
Grants and Contributions	226,704
Gain and Loss	0
Other Revenue	150
Investment Income	3,885
Expenses	-5,016,652
Recurrent Expenses	-5,016,652
Employee Related	-4,525,791
Operating Expenses	-490,861
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	399,480
Balance Carried Forward	746,366

The school finance team met regularly to track the school budget and make adjustments as needed.

Balances brought forward show a conservative approach to expenditure with significant sick leave and staff changes. In addition the school continued to carry forward money to support a community project in the Stephanie Alexander Kitchen Garden program.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,032,741
Base Per Capita	120,469
Base Location	0
Other Base	3,912,272
Equity Total	369,244
Equity Aboriginal	25,715
Equity Socio economic	95,263
Equity Language	42,306
Equity Disability	205,960
Targeted Total	44,241
Other Total	407,434
Grand Total	4,853,660

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

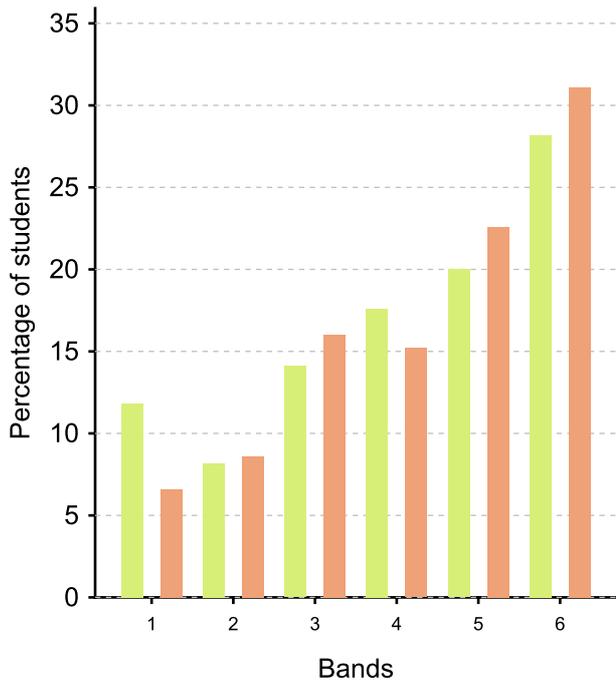
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

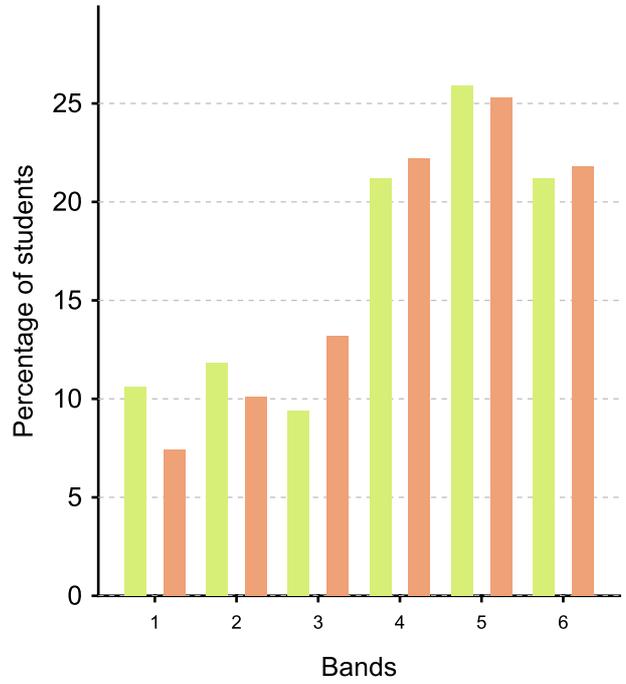
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 NAPLAN data across literacy clearly shows a significant departure from State Average and SSSG. 43% of students were in the top two bands in Year 3 Reading compared to 48.6% of the state. 27.9% of students were in the top two bands in Year 5 Reading compared to 34.8% of the state.

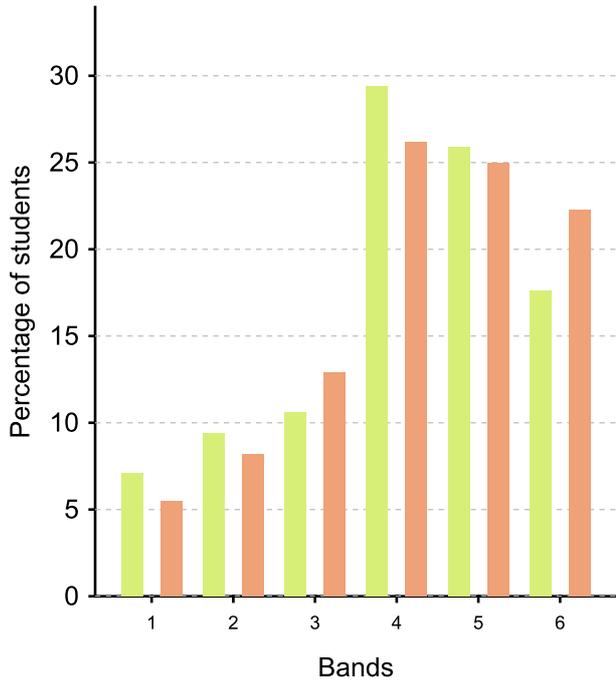
Percentage in bands:
Year 3 Grammar & Punctuation



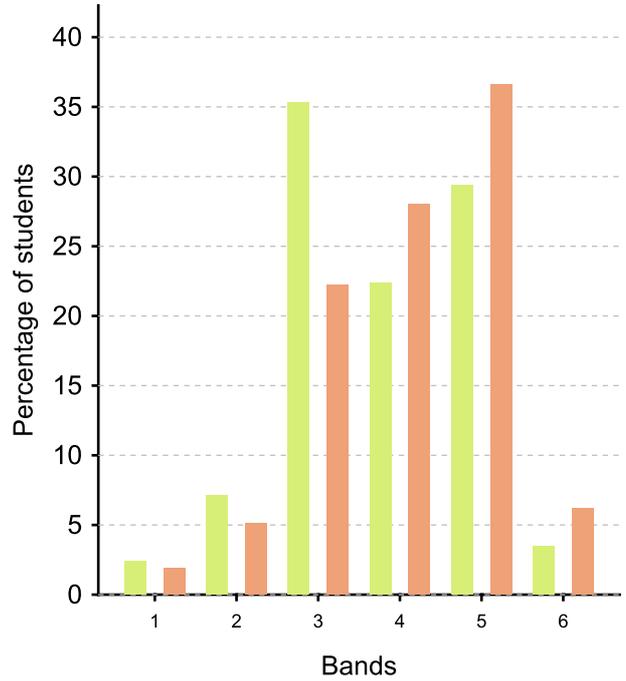
Percentage in bands:
Year 3 Spelling



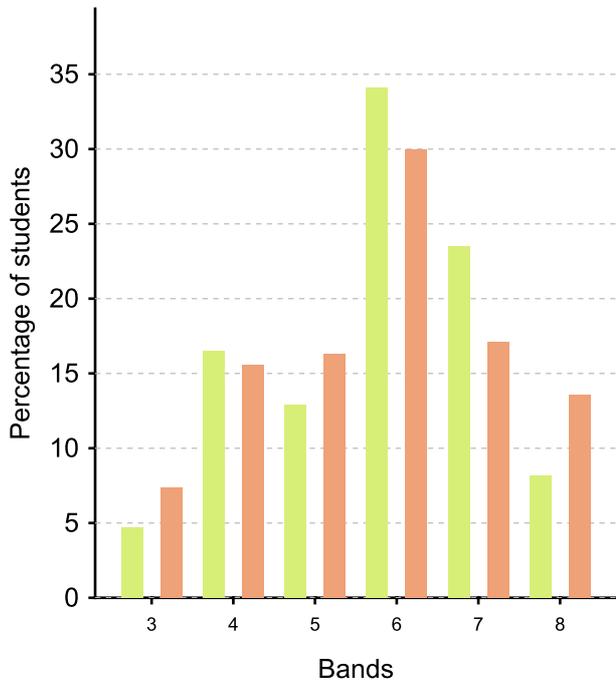
Percentage in bands:
Year 3 Reading



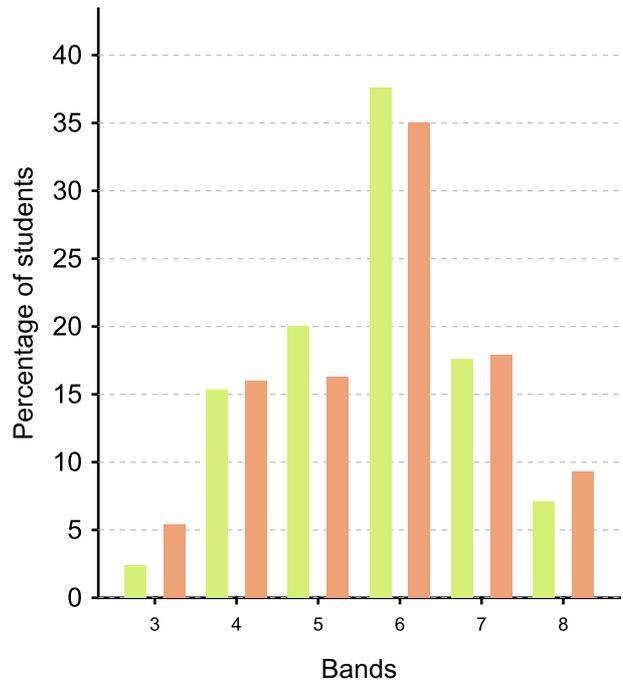
Percentage in bands:
Year 3 Writing



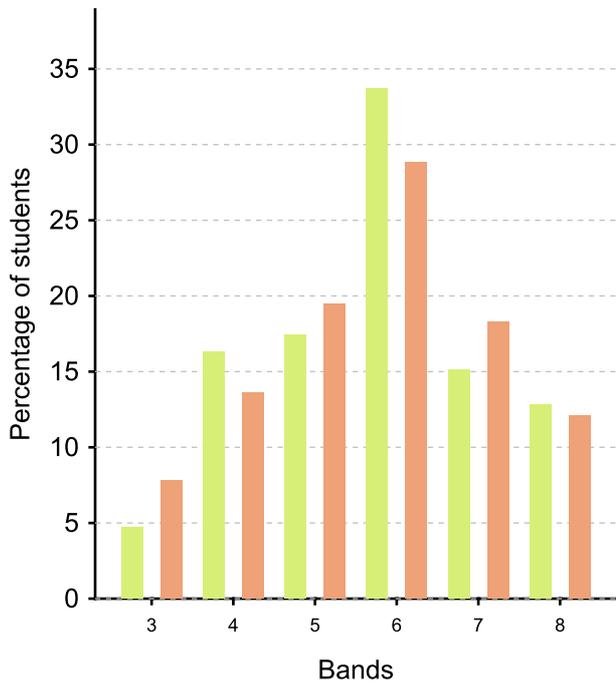
Percentage in bands:
Year 5 Grammar & Punctuation



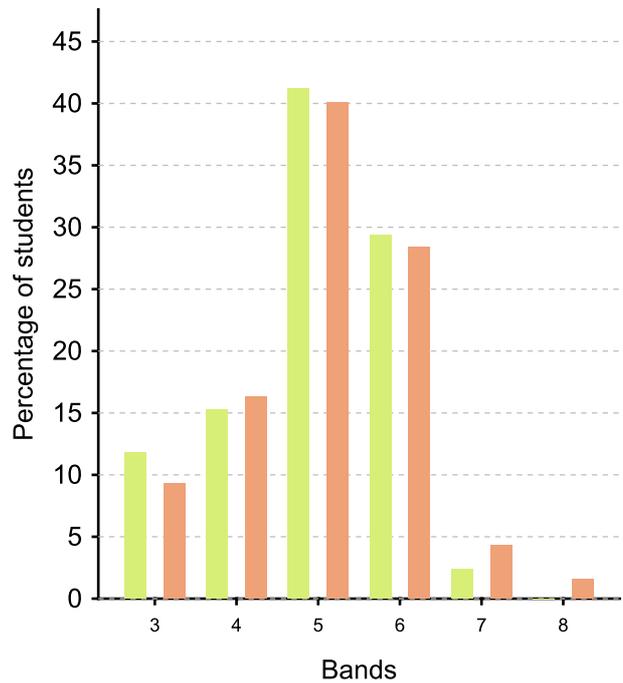
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



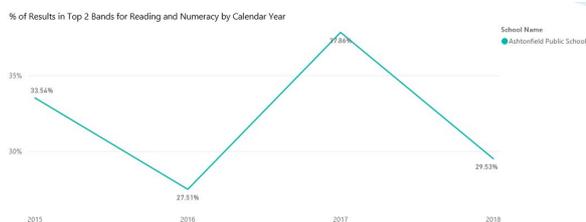
Percentage in bands:
Year 5 Writing



2018 NAPLAN data across numeracy clearly shows a significant departure from State Average and SSSG. 29.4% of students were in the top two bands in Year 3 Numeracy compared to 39.5% of the state. 17.5% of students were in the top two bands in Year 5 Numeracy compared to 29.3% of the state.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school had 29% of students on average in the top two bands for Reading and Numeracy. There a significant divergence of Aboriginal student data in comparison to non-Aboriginals students in Year 5. Year 3 data signified non Aboriginal and Aboriginal students performed on par.



Parent/caregiver, student, teacher satisfaction

Parents, teachers and students completed the 'Tell Them From Me' survey throughout 2018. A snap shop of parent responses are pictured below.

On average the school performed lower than state average in all parent responses.

In addition, teachers and students completed focus groups in November 2018. Students identified that they liked the kind and caring teachers, fun activities, excursion and camps, STEM, sporting activities, lots of playground space student Parliament, the school garden, special rewards and performance opportunities. Some things that the students would like to be improved included support for students, student discipline, bullying, lunch timing, PE and disruptive and misbehaving students. The teachers identified strengths including the skills, flexibility and resilience of teaching staff. They indicated that teachers are hard working and professional in their support for individual programming and planning, Teachers identified areas for development including change management, staff wellbeing, communication/consultation and community engagement.

Aboriginal and Torres Strait Islander education. Students had opportunities to connect with community and to be support with literacy programs. This year the school successfully established a Junior Aboriginal Education Consultative Group, extending student leadership opportunities in Aboriginal education. This group was ably established by Miss Price. Our JAECCG has represented APS at Maitland Local AECG meetings and reported to the wider community on ongoing activities within our school. The JAECCG collaborated with staff and the Indigenous Literacy Foundation to organise the Great Australian Book Swap of 2018. A large number of our students in the school participated in the book swap, with students having access to thousands of books to choose from.

NAIDOC Week 2018 was opened with Ashtonfield Public School's first smoking ceremony. Students were involved in literacy and numeracy-based classroom activities with an integrated Aboriginal perspective. Our students sampled Australian native delicacies cooked by our local Aboriginal families, strengthening our community ties. Ashtonfield students attended a hands-on presentation about traditional Aboriginal artefacts, participated in traditional Aboriginal and Torres Strait Islander sports and painted traditional symbols on their own returning boomerangs.

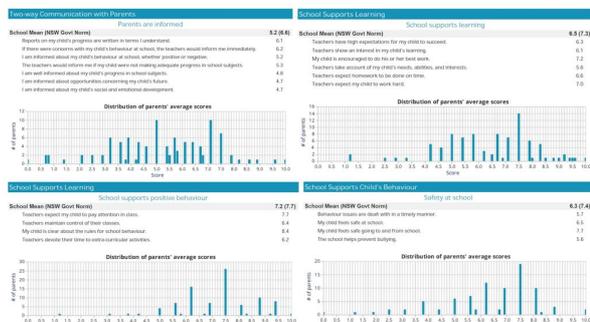
Our Indigenous students have had opportunities to learn about contemporary and traditional Aboriginal culture. In 2018 we engaged with a local Indigenous artist, Jakeob Watson, who taught our Indigenous students about symbolism, texture and design in traditional and contemporary art. Together, our students designed the Aboriginal art in our PBL mascot, Bluey.

Multicultural and anti-racism education

The main focus of the school's multicultural and anti-racism education was through teaching and learning programs and integrated units of work. Artwork around the school also reflected our desire to build cultural understanding and knowledge.

Our Librarian continued to run a successful Japanese language program with every student accessing the Japanese language and culture. The school participated in classroom activities during Harmony Week.

In addition, we assisted our EALD students by providing addition literacy support and benefited by welcoming a number of international students into our school.



Policy requirements

Aboriginal education

Ashtonfield Public School had a strong year in