

Ashcroft Public School

2019 Annual Report



4344

Introduction

The Annual Report for 2019 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.

School contact details

Ashcroft Public School
Sheriff St
Ashcroft, 2168
www.ashcroft-p.schools.nsw.edu.au
ashcroft-p.school@det.nsw.edu.au
9607 8202

Message from the principal

It was a pleasure to lead the Ashcroft Public School community throughout 2019. Staff have worked hard to examine the School Excellence Framework and identify specific areas of growth and future direction. Significant changes were made to improve the school's physical environment, which contributed to the creation of a positive, productive learning environment.

School data demonstrates a marked improvement in parent participation across all areas of school activities and events. Strengthened community partnerships have allowed for additional well-being programs to flourish and maintained positive connections with our Aboriginal families.

Teaching and Learning reflects evidence-based practices, utilising current research and staff professional learning. Together we have celebrated the successes of 2019, and look forward to a continuous cycle of growth for all members of the Ashcroft Public School community.

Message from the school community

As a parent working group, the 'Friends of Ashcroft' have worked side by side with the staff at Ashcroft Public School. We have had the opportunity to develop relationships across the school and be an integral part of the schools annual review on policies, procedures and contribute to the school's Well-being Framework. It has been insightful and welcoming to have an increased voice across the school and work towards excelling elements of the Schools Excellence Framework with the staff at Ashcroft Public School.

As a small group of dedicated parents we have also fund-raised tirelessly to provide resources for the students and staff of our wonderful school. During 2019, we have been able to raise \$6000. Our group has worked collaborative to shift the culture and initiate new practices which resulted in the success of our fundraising efforts. We have installed a filtered refill water station in the playground of Ashcroft Public School. This project was in-line with the Ambassadors program to decrease our environmental footprint and promote recycling, and reuse within our community. We have been able to reduce our waste footprint by 250 single use water bottles which may have gone to landfill. The 'Friends of Ashcroft' look forward to a productive 2020 supporting our school and community.

School background

School vision statement

The Ashcroft Public School community is committed to supporting every student, through quality education in an enriched, supportive environment. We aim for all students to become successful learners, confident and creative thinkers and active and informed citizens. Communication and collaborative partnerships are valued and encouraged amongst the entire school community.

School context

Ashcroft Public School is a vibrant P–6 school located in Southwest Sydney in the Liverpool Principals Network. The school has an enrolment of 251 students, including 38 aboriginal students and a diverse population from 31 different language groups.

The school has seen an increase in students from a refugee background and supports these students and their families with considered support and positive teaching and learning interventions. The school is a part of the Early Action for Success program and teachers are committed to increasing and improving their capacity to deliver quality education driven by evidence based programs and practices with the collaborative support of the Instructional Leader and executive.

The school is also committed to providing positive and meaningful parent and community engagement opportunities with its diverse community, as well as rich extra-curricular opportunities for students that further support student learning and wellbeing. Ashcroft Public School hosts a Schools as Community Centre program that provides quality early intervention prevention support to families and young children. The school is committed to contributing to the 2168 Community of Schools and to fostering productive programs and initiatives with its partner high school.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

SUCCESSFUL LEARNERS, INFORMED CITIZENS

Purpose

To ensure all students are successful, committed learners. To create an environment where every child has differentiated opportunities to connect, succeed and thrive.

Improvement Measures

Increase the number of students achieving in the top 2 bands for reading in NAPLAN.

Increase the number of students achieving in the top 2 bands for numeracy in NAPLAN.

Increase proportion of students achieving expected growth in writing measured against the National Learning Literacy Progressions.

Ashcroft Wellbeing Framework, systems and structures, reflected in teacher programs and practice.

Overall summary of progress

In 2019, the school implemented a writing focus for students K–6. This program involved the employment of a writing interventionist to work across the school community. Initial data collected on teacher confidence in writing demonstrated a need for teacher professional development in teaching writing across the stages. Follow up data has shown an improvement in teacher's confidence and skills to teach writing within their classrooms. The writing interventionist worked with school teams to demonstrate best practice, analyse work samples and adopt a marking criteria system. Whole school professional learning focused on specific teaching strategies and developing the "where to next" for student growth. Comparative results from the Writing Construct 'Dreyfus Model of Skill Acquisition' clearly demonstrates a significant growth in teacher knowledge and a significant change in the school's culture for teaching writing. Improvements in students' performance was outstanding, meeting the State Average for writing in NAPLAN. EafS writing project 'Draw, Talk, Share, Write' was implemented with Kindergarten classes alongside school based writing programs. This project examined the process of writing for Early Childhood and the benefits of oral language to support the writing process. This program achieved significant results for Kindergarten students. All students met their targets for writing as prescribed by the National Literacy and Numeracy Progressions.

In 2019, our Instructional Leader led significant changes in teaching reading K–6. These changes focused on best practice in guided reading, student feedback, and teacher analysis of reading behaviours to improved student results. Specific strategies were implemented to support student growth in reading, these include sharing data, tracking student growth, building teacher capacity and consistent teacher judgement. Teachers demonstrated a significant shift in their confidence and ability in delivering all components of a quality reading program in their daily practice. NAPLAN results reflect a 10% increase in reading and comprehension.

Professional learning in numeracy concentrated on examining syllabus content and monitoring student progress. Our twilight professional learning sessions allowed for teachers to develop knowledge and skills in conducting 'Number Talks' and the implementation in classrooms. Through Quality Teaching Successful Students funding, grade planning was utilised to inform programming and planning K–6.

The Positive Behaviour for Learning Committee were successful in their implementation of changes to strengthen our current program. External data (Tired Fidelity Index) demonstrates 97% of the PBL systems implemented across the school. In 2019, we refined practices to further improve consistency across the school. This involved the introduction of 'weekly class behaviour talks', improved awards system and strengthened classroom practices. The school community was involved in developing a 'Well-being Framework' that was unique to Ashcroft Public School. This framework aims to ensure all students "Thrive, Connect and Success" in all aspects of school life. Data collected from students, staff and community demonstrated that the school community are 'Known, Valued and Cared For'

Progress towards achieving improvement measures

Process 1: Literacy: Develop Professional Development sessions, demonstration lessons and instructional collaboration to develop capacity in teaching reading and writing.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

In 2019, Ashcroft Public School Year 5 students recorded a 17% increase in reading. 30% of the Year 5 cohort performed in the top 4 bands of NAPLAN 2019. Internal data demonstrated an overall achievement of 82% of students on track with expected growth in reading. This saw a significant improvement with over 50% of students reaching 0.4 expected growth. Our year 3 and 5 students performed well in writing achieving State Average. Our a school we also saw a marked improvement in spelling, grammar and punctuation. Teachers reported an increase in confidence and skills in delivering reading and writing lessons.

- Language, Learning and Literacy (L3) classroom resources purchased for all K–2 classrooms
- 7 Steps writing program purchased for K–6 classrooms online resources for teachers to plan and program their writing lessons.
- Stage Teams developed a writing mat for specific use in writing learning intentions and success criteria
- Twilight – materials for delivering for writing and guided reading professional learning developed and printed.

Funding Sources:

- Socio-economic background (\$5000.00)
- Socio-economic background (\$50000.00)

Process 2: Numeracy: Develop a series of PL sessions to increase and build the capacity of all participants in numeracy strategies to best support programs and student learning.

Evaluation	Funds Expended (Resources)
2019 saw our school consistently maintain 20% of our students perform in the top 3 bands for numeracy. 35% of our student's growth in numeracy are at expected or above in their growth. Teachers are reporting a growth in confidence when teaching mathematics lessons in their classrooms. As a school we have strengthened our programming and planning for differentiation in numeracy.	<ul style="list-style-type: none"> • Internal class materials developed for numeracy to support the implementation of 'Number Talks' within K–6 classrooms • Quality Teaching, Successful Students group professional development sessions for staff to collaborate, plan and program for numeracy • External Professional Learning for a group of staff in K–8 Mathematics • Diagnostic testing materials purchased and printed to assess, monitor and track student progress • Casual relief staff used to conduct Quality Teaching Rounds Progressive Assessment Testing Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$5000.00)

Process 3: PBL/Wellbeing: Develop systems and structures to support best practice in classroom management and PBL linked to Ashcroft's Wellbeing Framework.

Evaluation	Funds Expended (Resources)
During 2019, Positive Behaviour for Learning continued to be strengthened across the school. We achieved 97% implementation on the Tiered Fidelity Index, and have reached 98% of our Positive Behaviour for Learning targets set for 2019. Staff, parents and students report that they feel Known, Valued and Cared for. Parents contributed to Ashcroft Public School's 'Well-being Framework'. Our teachers have reported a decrease in classroom disruption attributed to strong Positive Behaviour for Learning systems and structures in place and an increase in student engagement. The confidence of teachers has increased to manage challenging behaviour and develop strong Personal Learning Plans. The student voice feedback demonstrates a positive shift in attitudes towards school.	<ul style="list-style-type: none"> • Award structure adjusted to meet need the changing needs of Positive Behaviour for Learning • External personnel utilised for professional learning in well-being and best practice for maximising student learning outcomes • Materials used to implement parent forums Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10000.00)

Next Steps

- Implement a targeted synthetic phonics program K–6, to build the capacity of teachers in phonics instruction, explicit teaching and targeted interventions.
- Continued refinement of PBL systems and structures and moving towards a well-being approach.
- Strategic focus on syllabus outcomes and stage expectations for mathematics.

Strategic Direction 2

QUALITY LEADERSHIP, QUALITY TEACHING

Purpose

To create a culture where all staff are inspired to engage in professional learning that supports quality teaching practices and leadership. The success of all students will be maximised through the delivery of contemporary, differentiated, evidence-based programs.

Improvement Measures

Differentiated learning programs are evident across the curriculum.

Data demonstrates a visible learning environment.

Overall summary of progress

In 2019, staff at Ashcroft Public School undertook internal and external professional learning to examine "What Works Best". Staff implemented Visible Learning strategies, including Learning Intention Success Criteria, feedback to students, 'Bump it Up Walls', Teacher Efficacy and Teacher Clarity. Teachers utilised peer feedback sessions and teaching observations to reflect on improving their own practice and providing students with exemplary examples of work in literacy and numeracy. Collaborative programming and planning ensured all teachers understood and implemented Visible Learning elements in all Key Learning Areas. Walk through data indicates all staff have developed and are continuing to develop knowledge and skills in Visible Learning. Through professional learning teachers gained an understanding of 'effect size' in a variety of areas. Team meetings allowed for the analysis of 'effect size' in writing, reading and numeracy for students. NAPLAN results reflect expected student growth in reading, writing, spelling and grammar and punctuation.

Professional learning conducted by Dr Simon Breakspear in 'Sprint Cycle' programming allowed for staff to develop an insight into catering for individual students' needs. A 'Sprint team' developed a scope and sequence for the aspects of writing adapted from the 'National Literacy and Numeracy Progressions' to ensure sequenced lesson planning to maximise student outcomes. Sprint Cycles were conducted and evaluated through stage teams and linked to Quality Teaching Rounds. Staff programs reflected an improvement in planning for and demonstrating differentiation.

Progress towards achieving improvement measures

Process 1: Visible Learning– Teachers will build capacity through Instructional Collaboration and Professional Learning to implement Visible Learning practices.

Evaluation	Funds Expended (Resources)
During 2019, our writing results demonstrated a 10% growth in Year 5 students, our Year 3 students achieved State Average results in writing. Our focus on Visible Learning has developed teacher's confidence in programming and planning for the elements of Visible Learning. Our teaching and learning programs show Learning Intentions and Success Criteria in all Key Learning Areas. The comparative data for Visible Learning shows a clear increase in their understanding of Visible Learning and current research on 'What Works Best' in teacher practice. Explicit teaching in literacy and numeracy has improved as a result of Learning Intention and Success Criteria learning mats.	<ul style="list-style-type: none">• External conferences for teaching staff in Visible Learning• Internal professional development developed for teachers to unpack Visible Learning elements• Development of proformas to programming and planning elements to embed Visible Learning in daily lessons• Observations and feedback routinely for teachers to increase their understanding and practice to embed Visible Learning practices into daily routines• Quality Teaching Successful Students funding utilised for stage team collaboration and planning• Released teams to work on scope and sequences (check list) for explicit teaching using the Quality Teaching

Progress towards achieving improvement measures

During 2019, our writing results demonstrated a 10% growth in Year 5 students, our Year 3 students achieved State Average results in writing. Our focus on Visible Learning has developed teacher's confidence in programming and planning for the elements of Visible Learning. Our teaching and learning programs show Learning Intentions and Success Criteria in all Key Learning Areas. The comparative data for Visible Learning shows a clear increase in their understanding of Visible Learning and current research on 'What Works Best' in teacher practice. Explicit teaching in literacy and numeracy has improved as a result of Learning Intention and Success Criteria learning mats.

Framework

Funding Sources:

- Socio-economic background (\$5000.00)
- Socio-economic background (\$25000.00)

Process 2: Agile Learning– Staff will participate in a series of professional learning for Agile learning

Evaluation	Funds Expended (Resources)
<p>During 2019, teachers' knowledge and skills developed for utilising 'Sprints' through quality professional development with Dr Simon Breakspear. Following the professional learning, teachers developed a scope of sequence for the aspects of writing to ensure individual needs are catered for within the classrooms. The scope and sequence demonstrated strong links to the National Literacy and Numeracy Learning Progression. This has in turn strengthened the teaching and learning programs with an evaluative practice for evaluation on the cycle. We have seen a flow on effect in our NAPLAN data for writing across Year 3 and 5.</p>	<ul style="list-style-type: none"> • Internal personnel for professional learning • Quality Teaching Successful Students to release teams and stages for data conversations, • Teams analysing of work samples to ensure 'Consistency of Teacher Judgement' • Reading proformas and scaffold from Dr Simon Breakspear <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00) • Socio-economic background (\$35000.00)

Next Steps

- Continue with learning intentions and success criteria across all Key Learning Areas
- Continue to build the capacity of teachers in Visible Learning with a focus on feedback, teacher clarity and assessment capable learners
- Strengthen the use of data collection across the K–6, using a consistent systems and structures
- Strengthen the use of data to inform the teaching and learning cycle

Strategic Direction 3

CONNECTED, ENGAGED COMMUNITY

Purpose

To enrich and sustain successful, collaborative relationships with students, staff and community which will promote a quality partnership where all members have a shared vision to create a positive learning culture.

Improvement Measures

Increased engagement for families accessing the Beehive School as Community Centre (SaCC).

Increased engagement and wider participation with the Aboriginal community.

Increased participation and collaboration with the schools Aboriginal community.

Overall summary of progress

Throughout 2019, our parent group 'Friends of Ashcroft' were extremely successful in strengthening their process to participate in all school events. The group fund-raised consistently throughout the year and contributed to supporting the student learning and growth. In 2019, strong partnerships were developed with staff and the 'Friends of Ashcroft' which led to increased numbers of parents participating in all elements of school life. The 'Friends of Ashcroft' participated in parent forums, evaluative reviews of school processes and contributed positively to school planning and improvements. A parent helper group was established to provide in-class support in reading. Parent workshops in numeracy and literacy contributed to a positive learning culture. The school's parent group established a clear vision and strategies to achieve their goals.

New community partnerships were established and existing partnerships were strengthened to promote and enrich the community relationships and productivity within our school. Outside agencies such as 'The Women's Resource Centre', 'Junction Works' and 'Rainbow Cottage' were well utilised to provide additional resources and support for our students. The schools Health consultant (Clinician) worked closely with families to support the students and their families to access

The Beehive continued to provide families with Early Childhood advice and intervention strategies through their playgroups. The playgroups ensure children and their families experience a service that can connect and provide a wealth of information and services to families. The aim of this service is to enhance and support the developmental milestones of children's development and ensure it is given the best possible platform to flourish.

Continued connection with the 'Local Liverpool Aboriginal Education Consultative Group' (LLAECG) allowed for the planning of the Combined Schools 'NAIDOC' celebrations. This unifying event involved over 1000 students and community members celebrating the Aboriginal culture. Further connections with external Aboriginal departmental staff built the foundations for our Sistaspeak Program, which supported 35 Aboriginal girls from local public schools to gain confidence and connect with their culture.

Progress towards achieving improvement measures

Process 1: Community Participation

Plan and implement parent educational workshops such as reading help at home, numeracy, and wellbeing, parents as school helpers to inform and empower all stakeholders in providing a positive learning community.

Evaluation	Funds Expended (Resources)
During 2019, Ashcroft Public School has continued to strengthen our positive school culture. Our parent participation has increased steadily throughout the year. Our parents report that they are extremely satisfied with our school and feel Known, Valued and Care For. In all school events we have recorded an increase in participation. Our 'Friends of Ashcroft' have gone from strength to strength and raising approx. \$6000 in funds to provide students with a refill water cooler station. The partnerships between staff and parents have deepened and mutual respect is evident across the school. Parents are	<ul style="list-style-type: none">• Internal personnel (executive staff, clinician, commonwealth bank personnel, specialist staff)• Resources to support parent workshop• Resources to support parent fundraising• Utilised social media platforms to

Progress towards achieving improvement measures

expressing their understanding of the learning outcomes of their children and how they can support the learning from home and school.

connect and communicate

- Community social gatherings
- Professional learning materials literacy, numeracy and well-being
- Access to reading materials
- Parents had access to classroom and community spaces within the school supported by exec staff
- Professional development for parents to conduct student banking

Funding Sources:

- Socio-economic background (\$11500.00)
- Socio-economic background (\$30000.00)

Process 2: Beehive Community Centre

Develop community awareness of the Beehive SaCC. Link parents with community resources.

Evaluation	Funds Expended (Resources)
<p>The program conducts an annual Results Based Accountability (RBA) report to measure effectiveness and accountability of the SaCC program.</p> <p>In 2020, all SaCC programs will be moving into conducting additional evaluations on a local level. Each SaCC program will choose various methods such as Storyboards, Parent Empowerment and Efficacy Survey (PEEMS), Family Environment Survey (these are some examples of choices).</p>	<ul style="list-style-type: none"> • The program operates out of a fully resourced centre comprising of toys and teaching resources, as well as an outdoor area to provide quality early learning experiences for children 0–5 years of age. • The program partners with key stakeholders that include early childhood educators and family support workers on a weekly basis. The program has also developed key partnerships with other professionals to support families. These include speech pathologists, early childhood nurses and community development workers. <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 3: Aboriginal Partnerships

Plan and implement a wide range of experiences and opportunities for Aboriginal students and families in and beyond our school.

Evaluation	Funds Expended (Resources)
<p>In 2019, Ashcroft Public School has shown our strength in Aboriginal Education through specific programs across our Education network. Through our 'Sistspeak' Aboriginal Girls programs students have shown an increase in self-esteem and confidence. The program has strong links with the 'Local Liverpool Aboriginal Consultative Education Group', to ensure cultural competency and identity to cultural background. Our students have been immersed in order to deepen their connection to culture. School based NAIDOC celebrations saw Aboriginal and Non-Aboriginal students immersed in culture to ensure students have strong linkage with their heritage and National past and present. Our transition to school program ensured preschool students' school experienced readiness to learn. This program aimed to ensure Aboriginal students received the best possible start and ensure we contribute successfully to bridging the gap for Aboriginal students in literacy and numeracy education.</p>	<ul style="list-style-type: none"> • Whole school resourced NAIDOC (Art, dance, craft, bush tucker, literature) • Personnel Two Aboriginal Student Learning Support Officers • Women's Resource Centre • Auntie Carol Aboriginal Community Liaison Officer • Local Liverpool Aboriginal Education Consultative Group • Personalise Learning Support Plans • Case conferences Out of Home Care • Book donations for book swap <p>Funding Sources:</p>

Progress towards achieving improvement measures

In 2019, Ashcroft Public School proudly hosted the combined schools NAIDOC. This cultural celebration saw 22 High school and Primary schools combine with an estimated 1000 students attending NAIDOC celebrations. This event successfully connected the Aboriginal youth with their culture and traditions, and they made strong links with elders from the community to further enhance their sense of self and identity.

- Aboriginal background loading (\$1500.00)
- Socio-economic background (\$1500.00)

Next Steps

- Continue to strengthen our partnerships with parents, carers and wider community.
- Strengthen our cultural connections with our Aboriginal community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 1 SLSO • Material (printed and purchased) Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$58 000.00) 	<p>Collaboration with the 'Local Liverpool Aboriginal Education Group' (LLAECG) to ensure best practice in supporting Aboriginal students in literacy and numeracy.</p> <p>Employment of 2 Aboriginal School Learning and Support Officers to support Aboriginal Students</p> <p>Minilit Program to improve student outcomes in reading</p> <p>Continued 'Sistaspeak' program to promote cultural identity and wellbeing for Aboriginal girls 3–6 across 7 schools.</p> <p>Hosted the 2019 Combined NAIDOC celebrations</p>
English language proficiency	<p>2 Days top up 0.4 for an FTE of 1.0</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$34 000.00) 	<p>EALD Teacher 3 days per week, with additional funding from equity make this position FTE 1.0 (5 days per week).</p>
Low level adjustment for disability	<p>The employment of School Learning Support Officers personnel</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$82 500.00) 	<p>Employment of Student Learning Support Officer's to work with students not meeting National averages across K–6 through the implementation of Minilit for literacy learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual relief</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$45 000.00) 	<p>Teachers released for collaborative professional learning sessions, planning and data conversations, in order to unpack syllabus content and outcomes. Teachers focused on tracking student progress and consistency of teacher judgment across the school. These sessions built teacher capacity in literacy and numeracy and the National Literacy and Numeracy Learning Progressions.</p>
Socio–economic background	<p>Equity</p> Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$400 000.00) 	<p>Purchase of resource material to support teaching and learning. Purchase of PD/H/PE equipment. Targeted Sport Skills Program implement to increase the fundamental movement skills of students K–6. Ipad security storage solution installation for classroom Ipad. Upgrades to learning spaces with quality furniture and fixtures to enhance the physical environment. Upgrade to outdoor playground and learning spaces, to enhance the physical surrounding and modernise the students play and learning space.</p>
Support for beginning teachers	<p>Casual relief</p> Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>Beginning teachers supported through accreditation processes. 1 Staff member gained proficient teacher accreditation during 2019. Beginning Teachers supported by the Instructional Leader and Deputy Principal in literacy and numeracy and unpacking the progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	153	144	133	129
Girls	120	138	119	127

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.3	89.4	87.1	89.3
1	90.8	84.3	87.7	87
2	92	88.1	89.8	87.9
3	92.5	90.5	89.3	88.5
4	94.1	87.9	90.1	88.6
5	93.3	89.8	89.2	89.8
6	92.4	91	90.9	89.1
All Years	92.3	88.9	89.1	88.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	10.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	3.67
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	425,358
Revenue	4,075,153
Appropriation	3,953,305
Sale of Goods and Services	18,439
Grants and contributions	101,601
Investment income	1,607
Other revenue	200
Expenses	-3,980,068
Employee related	-3,264,826
Operating expenses	-715,242
Surplus / deficit for the year	95,085

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	25,647
Equity Total	959,189
Equity - Aboriginal	47,528
Equity - Socio-economic	582,565
Equity - Language	98,173
Equity - Disability	230,923
Base Total	1,904,585
Base - Per Capita	61,334
Base - Location	0
Base - Other	1,843,250
Other Total	1,041,094
Grand Total	3,930,515

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019, the 'Friends of Ashcroft' was further strengthened with new and existing members. The aim of the group was to further grow and strengthen the engagement of the parents and wider community and support the school learning environment. The group has a clear vision to raise funds for a water cooler refill station. The group raised approx. \$6000.00. The 'Friends of Ashcroft' participated in focus groups reviewing and refining policies and procedures and developing a unique 'Well-being Framework' for Ashcroft Public School. Parents have had the opportunity to provide the school with feedback by completing surveys on Positive Behaviour for Learning (PBL) and School Operating Systems. Survey results were analysed and data utilised to implement improvements measures over 2019.

Overall, parents:

- Felt welcomes in to the school environment
- were well informed of their child/ren's progress
- had opportunities to meet with their child/ren's teacher to discuss their learning and progress
- felt their child were valued member of the classroom and the schools learning community
- parents felt Valued Known and Cared for with in the school
- parents felt they their voice was listened to and respected across the operations of the school

Students reported that:

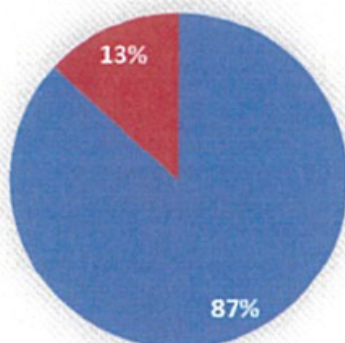
- Students felt Known, Valued and Cared For with in our school
- Students felt connected and safe at school
- Students understood our school expectations – Be Safe, Be a Learner and Be Respectful
- They felt teachers knew them and understood their needs

Staff used the School Excellence Framework to reflect on current practices and determine future directions. Teachers had the opportunity to provide feedback on Professional Learning over the course of the year.

- 100% of teachers collaborated and worked together to plan learning opportunities for students and provide feedback to each other
- All staff engaged in rigorous Professional Development Plans that focused on building teachers' skills and strengths in literacy and numeracy.
- Staff had opportunities to participate in the planning of professional development across stage teams and the whole school.
- All staff engaged in collaborative planning to ensure consistency across stages

Parent Survey on PBL Values

DO YOU FEEL THAT OUR SCHOOL'S BEHAVIOUR
SYSTEM SUPPORTS STUDENTS TO BE SAFE,
RESPECTFUL LEARNERS?



■ YES ■ NO

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, 40 students were enrolled who identified as being Aboriginal descent. Our school has continued to maintain a strong commitment to supporting aboriginal students embedding Indigenous perspectives across the curriculum in 2019. We continued our relationship with the Local Liverpool Aboriginal Education Consultative Group, attending regular meetings and working side by side with the executive team to host the Annual combined 'NAIDOC' celebrations for the 2168 and wider community. This event saw 1000 students come together to celebrate and participate in cultural activities to build and strengthen the students understanding, values and attitudes of the Aboriginal Culture.

Female students in Stages 2 and 3, participated in our 'Sistaspeak' program on a weekly basis over a 20-week program. The program was designed in consultation with the 'Local Liverpool Aboriginal Education Consultative Group' members and focussed on wellbeing, health, self-esteem and social development. The results of this program saw an increase in engagement and confidence in classroom and non-classroom activities.

Five Stage 3 students participated in Yarn Up in 2019, this program is a New South Wales Department of Education initiative to give Aboriginal students a voice. The agency of this program allowed our students to develop Public Speaking skills and confidence.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism is addressed through Key Learning Areas with a strong focus on embedding multi-cultural perspectives in teaching and learning programs. We pride ourselves in displaying unity through Harmony Day and NAIDOC celebrations. A staff member is assigned the office of Anti-Racism to ensure teaching and programs and school culture promotes inclusivity and celebrates diversity.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Ashcroft Public School celebrated Harmony Day with our school community through planned activities with a demonstrated a strong connection to the cultural backgrounds of the students at Ashcroft Public School. All Key Learning Areas and teaching and learning programs ensure multicultural perspectives have strong links to the community and students within the classrooms at Ashcroft Public School.

Our EAL D teacher supports the in class learning of new arrivals with a strong sense of connection to school and English skills in order for the students to gain confidence within their classroom.

Other School Programs (optional)

Creative Arts

Ashcroft Public School participated in a range of Creative Arts initiatives within both school and the wider community. We held our first Art Exhibition, where every student completed a piece of artwork to display. The exhibition formed part of our Education Week celebrations. The art works were inspired by artists across many different mediums. This exhibition was well received by our students and community.

Ashcroft Public School's Dance groups performed at our Regional Dance Festival, In the Spotlight of Dance at the Seymour Centre and at our local Education Group Festival the Western Liverpool Performing Arts Festival. Our school coordinated this festival, where 16 schools combined over three nights to showcase the talents in Creative Arts across our networks. Our school participated in both dance and choir for this festival.

Stage 3 students participated in a Transition Dance Program run through Ashcroft High School. The program was designed to not only to teach dance to stage 3 students but to also familiarise them to learning in a high school environment. The students performed their item at various school events.

NAIDOC Celebrations

In 2019, Ashcroft Public School hosted the Annual Combined Schools NAIDOC celebrations. This combined celebration saw over 1000 students come together and celebrate Aboriginal and Torres Strait Islander culture. The combined celebrations were led by our Local Liverpool Aboriginal Education Consultative Group Local Liverpool Aboriginal Education Consultative Group. We worked closely with the Local Liverpool Aboriginal Education Consultative Group to bring together Aboriginal students and community members from across our 2168 and wider network of schools. Together and celebrate the Aboriginal culture through such as dancing, craft and bush tucker with significant Aboriginal artists and mentors. This celebration was an outstanding success across our 2168 schools and the wider community.

SISA Sport

In 2019, Ashcroft Public School combined with Sport in Schools Association to develop our student's fundamental movement skills. The program encompassed students from K–6, and covered key aspects of the PD/H/PE syllabus. The program was extremely successful and our students' skills have increased as a result.

Well-being Project Partnered with Mission Australia

Mission Australia provided our students with a comprehensive program across 3–6 to improve student well-being. The program examined key areas to develop students' resilience, confidence and ability to connect with their peers. The program included face to face teaching with qualified educators to support the student's growth in self-esteem and well-being. This program was well received by parents, students and teachers. This program aligned with our Positive Behaviour for Learning goals for students to develop effective communication and build resilience within friendships.