

2020 Annual Report

Ashcroft Public School



4344

Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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.

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)
There was an increase in the percentage of students in Year 3 and 5 achieving in the top bands of NAPLAN for reading. There has been an upward trajectory in the schools reading results for both Year 3 and 5 since 2018. In reading the students achieved expected growth from Year 3 to Year 5. There was a focus on synthetic phonics across the school to improve student learning outcomes and teaching practice. Professional learning for staff included demonstration lessons, peer feedback and best practice in teaching and learning for English.	<ul style="list-style-type: none">* Literacy consultant* IL and Writing Interventionist*SLSO literacy intervention programs*Seven Steps Online Access*Online Professional Learning through Training 24/7 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$40000.00)• Early action for success (\$35000.00)

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)
The Instructional Leader worked closely with teachers K-6 to build capacity in the delivery of quality lessons with a focus on Number and Working Mathematically. Collaborative planning session allowed for teachers to work closely together to identify areas of strength and areas of further development. The Instructional Leader focused on collecting student data and implementing differentiated programs for students' mathematical needs. Professional Learning in Number Talks and data conversations increased teacher confidence. Walk Through data demonstrates increased student engagement and an improvement in mathematical language.	<ul style="list-style-type: none">*Instructional Leader*SLSO Numeracy intervention programs Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Low level adjustment for disability (\$5000.00)• Literacy and numeracy (\$2500.00)

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Ashcroft Public School developed a Well Being Framework which encompasses the implementation of Behaviour, Attendance, Child Protection, Student Leadership, Learning and Support and creating a safe school environment with a focus on best practice and strong school wide systems. As a result, there has been a significant improvement in student behaviour and engagement. Strengthened practices in the Learning and Support Team has led to a positive school culture which values positive proactive interventions.	<ul style="list-style-type: none">*PBL Rewards*Attendance awards*Professional Learning Packages Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Next Steps

*Improve the percentage of students in the top 2 bands in Reading

*Improve the percentage of students in the top 2 bands in Numeracy

*Extend our PBL program with a focus on Learner Qualities and to support students to self regulate and actively contribute to their own learning and well being.

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.

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)
All staff implemented Learning Intentions and Success Criteria in all Key Learning Areas to ensure learning is visible to students and lessons are focused and explicit in their delivery. Data collected from teaching and learning programs demonstrated an improved staff understanding of the use of Learning Intentions and Success Criteria. The classroom environment reflected the implementation of Visible Learning strategies to support the delivery of explicit lesson and student understanding.	<p>*PL External and Internal on Visible Learning; Hattie</p> <p>*Teacher release for PL and collaborative planning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

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

Evaluation	Funds Expended (Resources)
All staff can identify elements of the Quality Teaching Framework and incorporate them into their teaching practice. Staff programs reflect an improved awareness of the Quality Teaching elements and how this impacts student learning. Teachers gave peer feedback using the Quality Teaching coding system and participated in rigorous discussion on lessons delivered.	<p>*Survey</p> <p>*Discussion - release for Professional Learning Community Group</p> <p>*University of Newcastle personnel</p> <p>*Professional Learning Package for staff on materials</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Next Steps

*Complement our Visible Learning environment with a focus on Learner Qualities

*Continue to improve our capacity to deliver differentiated teaching and learning programs across all Key Learning Areas

*Utilising the What Works Best Tool Kit across the school to plan and deliver quality lessons

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.

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)
A parent group with a shared vision was established and worked successfully throughout the year to raise monies and improve learning outcomes. There was closer collaboration between teachers and parents to support their child's learning at home. The school has seen positive outcomes for partnerships in education and the value of working together to improve the learning outcomes for students.	<p>*Thank you lunch preparations.</p> <p>*Workshop materials and resources</p> <p>*Release for teachers to conduct workshops</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: Beehive Community Centre

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

Evaluation	Funds Expended (Resources)
The partnership between the Beehive and Preschool continued to strengthen through the implementation of play dates, incursion and service support. The Beehive saw an increase in families access services through referrals made by Beehive staff to support young children and their development. The school benefited from the Beehive support network by referring families to access the interagency support Beehive can offer.	<p>*Promotional materials</p> <p>*Release time for preschool teacher to liaise with Beehive</p>

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)
Seven schools across the Liverpool network participated in the SistaSpeak program aimed at increasing the confidence and connection to country for Aboriginal girls. Feedback from Aboriginal families demonstrated positive outcomes for all students involved. The Learning Links Program yielded	<p>*SLSO's Utilised for SistaSpeak</p> <p>*Release for teachers to attend various programs</p>

Progress towards achieving improvement measures

significant results for targeted Aboriginal students in Literacy and Numeracy. The Learning Links program built confidence and resilience for participating students. Targeted Aboriginal students achieved excellent results in school based attendance programs.

*Resources and Material for programs

*Learning Links program extension payment

Funding Sources:

- Socio-economic background (\$4000.00)

Next Steps

- *Continue Learning Links program in Literacy and Numeracy
- *Strengthen SistaSpeak program by training additional staff
- *Establish programs to support the well being of Aboriginal boys
- *Revisit Aboriginal perspective in Teaching and Learning programs
- *Strengthen the Friends of Ashcroft group in order to create a Formal P&C

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>*SLSO</p> <p>*Materials and resources for COVID packs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$58 000.00) 	Our Aboriginal SLSO worked closely with families to support home learning and student Well being. Learning Links programs were delivered successfully and student results reflect improved outcomes in literacy, numeracy and well being.
English language proficiency	<p>*Additional 2 days for the EALD teacher</p> <p>*SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$34 000.00) 	The EALD teacher collaborated closely with stage teams to plan and program for the teaching and learning of EALD students. Home learning activities were modified to support student growth. The EALD teacher worked with small groups of phase 1 and 2 students to improve their English proficiency.
Low level adjustment for disability	<p>*1 SLSO's</p> <p>*Additional release for teachers for professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$85 000.00) 	The Learning and Support Team and LaST Teacher assessed students to identify students requiring additional support for literacy, numeracy and behaviour. Programs were designed and implemented to cater for students with additional needs.
Quality Teaching, Successful Students (QTSS)	<p>*Release for teachers to work with consultant</p> <p>*Release for collaborative planning sessions</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$45 000.00) 	Teacher implementation of quality literacy lessons with improved results in reading and phonics. The percentage of students meeting expected outcomes in literacy and numeracy increased. Teacher efficacy increased and collaborative planning was successful. Stage teams worked closely together to best cater for the learning of students.
Socio-economic background	<p>*Deputy Principal (Higher Duties from Assistant Principal to Deputy Principal)</p> <p>*One day per week Instructional Leader</p> <p>*5 SLSO's</p> <p>*Additional Teacher</p> <p>*Additional release for teachers for professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$350 000.00) 	A coordinated school wide intervention program for literacy and numeracy was created and delivered successfully utilising five SLSO's to approximately 70 students across K-6. SLSO's supported students with challenging behaviours to access the curriculum and maintain steady progress in their learning. The Deputy Principal led the Learning and Support Team to provide appropriate support and recommendation on learning to students, staff and families. The Instructional Leader worked closely with teachers to build capacity in delivering quality, differentiated lessons.
Support for beginning teachers	<p>*Deputy Principal mentor</p> <p>*Accreditation materials and resources</p> <p>*Release for mentoring and PL</p>	The beginning teacher received additional release weekly to work closely with the Deputy Principal on teaching and learning programs, lesson delivery, classroom management and facilitating relationships with the community to successfully achieve accreditation at proficiency level.

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$13 000.00) 	<p>The beginning teacher received additional release weekly to work closely with the Deputy Principal on teaching and learning programs, lesson delivery, classroom management and facilitating relationships with the community to successfully achieve accreditation at proficiency level.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	144	133	129	142
Girls	138	119	127	135

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.4	87.1	89.3	90.1
1	84.3	87.7	87	89.4
2	88.1	89.8	87.9	89.2
3	90.5	89.3	88.5	89.4
4	87.9	90.1	88.6	88.9
5	89.8	89.2	89.8	88.8
6	91	90.9	89.1	90
All Years	88.9	89.1	88.6	89.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	12.28
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	4.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	520,443
Revenue	4,604,824
Appropriation	4,513,180
Sale of Goods and Services	8,305
Grants and contributions	67,774
Investment income	565
Other revenue	15,000
Expenses	-4,325,369
Employee related	-3,798,837
Operating expenses	-526,532
Surplus / deficit for the year	279,455
Closing Balance	799,899

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.

	2020 Approved SBA (\$)
Targeted Total	51,661
Equity Total	1,036,240
Equity - Aboriginal	38,990
Equity - Socio-economic	621,343
Equity - Language	130,742
Equity - Disability	245,166
Base Total	2,295,807
Base - Per Capita	63,854
Base - Location	0
Base - Other	2,231,953
Other Total	1,066,602
Grand Total	4,450,311

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 parents were provide opportunities to share their views and voice through:

- * The External Validation process and sharing of the results
- * 100% of parents agreed that the school has clear rules that implemented consistency

96% of parents were satisfied that their child was making steady progress in Literacy and Numeracy

Over 95% of parents reported that students were catered for in order to work to their full potential

97% of parents feel that the school environment is welcoming, safe and supportive for students

99% Parents reported that there are positive improvements to the schools environment

* Feedback from parent forums on well being indicated that parents feel their child is Known, Valued and Cared For in the school

Well being Procedure Reviews Forums were run throughout the year to share and explore school procedures:

1. Attendance
2. Creating a safe environment
3. The school's PBL procedure
4. School well being
5. Uniform, sun safety, leadership and awards

In 2020 students reported positive well being through the Tell Them From Me Survey

* 85% of students reported positive well being using the Tell Them From Me Survey

*The students reported above State averages across NSW and above Statistically Similar School Groups in Advocacy at School, Expectation for Success and Sense of Belonging

*86% of student reported they felt positive about Advocacy at school, which is 15% above the State average

* 80% of Aboriginal students believe that teachers understand their culture

* Over 90% of students feel positive about their culture

* Over 80% of student reported feeling positive about school

Teachers surveyed in 2020 demonstrated satisfaction across many areas, using the Peoples Matter Survey:

*95% of staff felt they were valued in the work place

* 100% reported they received feedback to help them improve their work

* 94% of teacher reported that they had opportunities to work on innovative projects

* Over 90% of teachers feel respected in the work place

Teacher have reported that they were supported in the school environment by:

1. Time to plan and collaborate
2. Support with programming and planning
3. Professional dialogue
4. Positive school culture

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.

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.

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.