

2021 Annual Report

Ashcroft Public School



4344

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 to excel, through quality education in an enriched, supportive environment. We aim for all students to reach their full potential and become successful learners, confident thinkers and active citizens. Ashcroft Public School values collaborative partnerships, which are shared by students, parents and staff, and promote a school-wide collective responsibility for student learning and success.

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 302 students, including 43 Aboriginal or Torres Strait Islander students and a diverse population from 31 different cultural groups. The school has 2 support unit classes, catering for students with Autism.

The school has seen an increase in students from a refugee background and supports these students and their families with positive teaching and learning interventions. The school is 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. Ashcroft Public School has a high mobility factor, which is supported through the use of intensive transition programs.

The school is dedicated 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 learning and wellbeing. Ashcroft Public School hosts a Schools as Community Centre program that provides quality Early Intervention programs for families and young children, from birth to 4 years. The school actively contributes to the *2168 Community of Schools* and to fostering productive programs and initiatives with its partner high schools.

Our future directions have been defined through deep evaluation and community consultation, including the LLAECG, in order to ensure every student's needs will be strategically supported through our equity funding.

The school has observed growth in literacy and numeracy for both Years 3 and 5 in NAPLAN. There has been an upward trajectory in student growth for Year 5. We will continue the consistent delivery of quality literacy and mathematics lessons that are explicit and differentiated in order to improve student outcomes. Data collection and tracking of student progress is a priority in the next planning cycle. Work will take place to further build teacher capacity in analysing summative and formative assessment data and utilising this data to plan and program across the curriculum.

Practices will be put in place to strengthen the partnerships between home and school, with a focus on engaging families in student learning and improving Learner Qualities in all students. We will continue to work on further developing a culture of high expectations, where feedback is a valued tool for continuous development. Our aim is to embed evaluative practices that are regular, responsive and systematic and will drive future direction and school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
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: Student growth and attainment

Purpose

To create a culture of high expectations, where all students are successful learners that achieve their personal best. We will build the capacity of all teachers to deliver quality lessons that are explicit, responsive and reflect evidence-based practice. Curriculum delivery will be differentiated and cater for the needs of all students in order to meet our targets.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Mathematics

Resources allocated to this strategic direction

QTSS release: \$46,000.00
English language proficiency: \$144,567.00
Refugee Student Support: \$7,968.94
Literacy and numeracy: \$8,987.00
Socio-economic background: \$416,301.00
Low level adjustment for disability: \$202,000.00
Integration funding support: \$40,102.00
Literacy and numeracy intervention: \$47,090.00
Professional learning: \$27,118.00
Early Action for Success (EaFS): \$137,210.00
Aboriginal background: \$37,403.71

Summary of progress

Our focus in 2021 was on developing teachers skills in delivering quality, explicit lessons in literacy and numeracy. Professional learning on synthetic phonics and modelled reading was delivered with the support of a literacy consultant systematically throughout 2021. There were opportunities for lesson observation and feedback throughout the year, including demonstration lessons and guided discussions.

Our target was achieved with the proportion of Year 3 and Year 5 students achieving in the top 3 bands in numeracy increasing by 8% in 2021. The mathematics committee implemented school wide assessment processes, which included data walls, providing teachers with rich opportunities for authentic data conversations and collaborative planning. Teachers identified next steps and adjustments were made to ensure students were challenged to improve. An enrichment program in mathematics was implemented throughout 2021, providing students with regular opportunities to refine and further develop their skills in small groups. There has been an increase in expected growth for Year 5 students in reading and numeracy, exceeding State Averages and school targets.

In 2022, we will continue to focus on students literacy and numeracy skills, through the delivery of quality professional development of staff to deepen teacher knowledge, quality lessons and using the progressions to monitor student progress.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading will increase by 3%	In 2021 there was an upward trajectory of Year 3 and Year 5 students achieving in the top two bands in reading. Whilst the Annual Progress Measure was not fully met there was a 1.7% uplift.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will improve by 8%	The proportion of Year 3 and Year 5 students achieving in the top two bands in numeracy has increased by 7.63%. We are on track to achieve our target for numeracy.

An upward trajectory for Year 5 students achieving expected growth in NAPLAN reading will increase by 2%	Expected student growth in NAPLAN reading increased by 5% in 2021. Expected growth in reading exceeded state average by 16%. We have exceeded our target for 2021 for reading.
An upward trajectory for Year 5 students achieving expected growth in NAPLAN numeracy will improve by 20%	A significant upward trajectory in expected growth for Year 5 students in NAPLAN numeracy for 2021 exceeded our set target. There has been a 46% increase in expected growth for Year 5 students in numeracy.
Increase the percentage of students K-6 who are able to identify all stage appropriate phonemes from 38% to 45%	In 2021, 31% of our student could identify stage appropriate phonemes. The target of 38% was not reached and this may have been impacted by COVID-19.
There is an uplift of 10% of students K-6 who have achieved stage appropriate outcomes within Whole Number from the progressions - <i>Quantifying Numbers</i>	There is an uplift of 3% in students K-6, who have achieved stage appropriate outcomes within whole number.

Strategic Direction 2: Data informed curriculum

Purpose

Empowering teachers to develop and deliver high impact teaching programs that are data driven and responsive. The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvements - *SEF: Assessment*

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data-informed practice - collection and analysis
- Data use in curriculum

Resources allocated to this strategic direction

Socio-economic background: \$70,000.00

Summary of progress

In 2021, there was a focus on delivering quality professional learning to support teachers to utilise diagnostic, standardised, summative and formative data. Teachers worked in grade groups with executive staff to plan, program and deliver quality assessment activities. Teaching and learning programs reflected quality assessment and informed lesson delivery. Staff shared a diverse range of formative assessment task and explored best practice in providing students with feedback.

Executive staff developed a whole school assessment scheduled which provided ongoing opportunities to review practices, share data and engage in rich data conversations with staff. The Question Data Analysis Implication model (QDAI) was used to analyse the data from various sources in whole school and small group settings.

An identified area of improvement is to implement a shared system of assessment across the school, which includes clear processes and opportunities to triangulate data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers participate in Professional Learning and Data Conversations using assessment results to make teaching and learning decisions.	All teachers participated in Professional Learning workshops focusing on utilising diagnostic, standardised, summative and formative data. Teachers worked in stage groups to analyse standardised and summative data using the QDAI method in order to identify strengths and weaknesses within their cohorts in literacy and numeracy. All teachers worked in teams with executive staff to explore and compare formative data collection in literacy and numeracy.
100% of teachers understand a wide range of data sources and how data is analysed to inform practice.	All executive staff completed ongoing Professional Learning using the QDAI method. Workshops were provided to all staff to better understand the use of the QDAI model. Staff used the model in small groups to triangulate Progressive Assessment Testing (PAT) and NAPLAN data to determine areas of strengths and weaknesses common throughout both assessment sources. Information gained was used to make teaching and learning decisions.
The Leadership Team regularly uses student progress data to engage in Data Conversations with teachers to inform practice.	The implementation of data walls in numeracy allowed for teachers and executive staff to engage in rich conversations about groups and individual students. This enabled teachers to identify gaps in student's learning and how to best address students learning needs. Teachers reported this strategy provided opportunities to personalise the data in a meaningful and authentic way.

<p>The school monitors and reviews its curriculum provisions, using varied assessment sources.</p>	<p>A formal internal review of the school's curriculum provisions was conducted. All teachers participated in evaluating current practices in the use of assessment. As a result, we were able to gain valuable insight on future directions. The executive team utilised this data for future School Improvement Planning.</p>
<p>The Leadership Team provides regular opportunities for staff to share teaching challenges and student progress is addressed individually and across teams.</p>	<p>Teachers had regular opportunities during team meetings to track student progress and discuss individual needs. Teaching challenges during Learning from Home were addressed on an individualised basis through networking with external services and individual families.</p>

Strategic Direction 3: Creating a thriving learning community

Purpose

To create a thriving learning community, where student growth is valued and at the centre of all partnerships. Our school community will aim for excellence in student learning and achievement. Students will be responsible learners who engage with the school community to actively strive to reach their potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting all learners to excel
- Learning together

Resources allocated to this strategic direction

Socio-economic background: \$47,700.00

Low level adjustment for disability: \$20,000.00

Summary of progress

Throughout 2021 school wide programs were implemented to support regular attendance. The attendance coordinator worked with staff across the school to support and monitor the implementation of individualised attendance programs as well as reward systems.

Additional wellbeing initiatives were delivered to support outcomes for students and families throughout the COVID-19 pandemic. Regular contact between school and home allowed staff to support families in, addressing their concerns and catering for students needs. Wellbeing packs were delivered to each child as were supplies for families that required support. Regular contact through Social Media, SeeSaw, School Website, Newsletters, phone calls and zoom meetings allowed for the school community to remain united with student wellbeing at the forefront.

Executive staff completed leadership training and used data sources to evaluate the school's performance. The High Potential and Gifted Education Evaluation and Planning Tool was completed by executive staff and shared with all staff across the school. All staff completed Professional Learning in High Potential and Gifted Education and a whole school review was conducted to examine current practices and set goals for future direction.

In 2022, Learner Qualities will be a focus across the school through PBL lessons to build active, resilient learners who take responsibility for their progress.

In 2022, Ashcroft Public School will establish the foundations of a Wellbeing Hub to improve the outcomes for students and their families at Ashcroft Public School.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% of the time or more by 10%	Throughout 2021, school-wide programs were implemented to support regular attendance. These included individualised attendance plans and rewards, class attendance reward systems and attendance meetings with families, which had a positive impact for our school community. The 12 week COVID-19 lock down impacted the implementation of these programs and there was a decline in our attendance rate.
Increase student wellbeing by 10%, as identified in the Tell Them From Me survey.	Tell Them From Me data demonstrates an average increase of 14% across the three themes: Advocacy at School, Expectations for Success and Sense of Belonging.
All staff complete High Potential and Gifted Education professional learning	All executive staff completed High Potential and Gifted Education Leadership Professional Learning and all teaching staff completed the

and implement the first two elements within the High Potential and Gifted Education policy.	teacher training. A whole staff workshop focusing on the four domains, led to a review of current practices to support High Potential and Gifted students. A school based High Potential and Gifted Education Team was formed.
The High Potential and Gifted Education Team develop an implementation plan and deliver professional learning on identification and differentiation for students identified as High Potential and/or Gifted.	The High Potential and Gifted Education Team developed an implementation plan which was communicated to all staff. Professional Learning on how to identify students as High Potential and/or Gifted in the intellectual, social emotional, physical and creative domains was delivered to all staff.
The school will develop literacy and numeracy programs for parents to support their child/ren's learning at home.	Numeracy and literacy early learning packs were developed through the collaboration of the Bee Hive, Preschool, Infants staff and the school's literacy consultant. COVID-19 guidelines impacted the implementation of this program.
Staff will develop and understanding of the aspects of student engagement and creating an environment that is rich in opportunities.	In 2021, Ashcroft Public School developed a working partnership with New South Wales Council of Social Services (NCOSS) aimed to develop a model to achieve positive outcomes that will change life opportunities for our families and student. In 2021, we initiated an innovative project to establish a Wellbeing Hub. Executive staff worked with our local community of schools to examine existing practices in aligning Education, Health and Social Services to best support our community.
Staff develop a deep understanding of Learner Qualities through professional learning of (Hattie and What Works Best)	Staff completed professional learning using "What Works Best" and "Learner Qualities" (Hattie) in stage teams. The School's Wellbeing Procedures we reviewed and updated to reflect our current needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,102.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ashcroft Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning relating to courses in Autism <p>The allocation of this funding has resulted in: Student Learning and Support Officers work across the school implementing intervention programs and supporting students with additional learning and behavioural needs. The AP LaST monitored performance and results, regularly meeting with staff and providing feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * upskilling Student Learning and Support Officers to implement quality individualised programs * improving differentiation in lesson delivery
<p>Socio-economic background</p> <p>\$666,001.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashcroft Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Data-informed practice - collection and analysis • Data use in curriculum • Learning together • Supporting all learners to excel • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • professional development of staff through programs to support student learning • engage with external providers to support student engagement and retention • employment of an Assistant Principal Learning and Support to support program implementation <p>The allocation of this funding has resulted in: The employment of an AP LaST resulted in teachers receiving individualised support to write PLSPs and PLPs. The AP LaST worked closely with teachers to adjust programs in literacy and numeracy and cater for students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * The school will continue to employ an additional teacher to reduce class sizes across the school.

<p>Socio-economic background</p> <p>\$666,001.00</p>	<ul style="list-style-type: none"> * Additional staff will be employed to release staff to participate in high impact professional learning. * An additional SLSO will be employed between the Beehive and Preschool to improve early years programs. * A Deputy Principal will be employed above establishment to support, monitor and develop early years programs with a focus on literacy and numeracy. The Deputy Principal will support the establishment of the school's wellbeing hub. * Targeted programs in High Potential Gifted Education will be implemented in 2022. * An above establishment Deputy Principal Primary will lead our data use in curriculum initiative.
<p>Aboriginal background</p> <p>\$37,403.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashcroft Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Mathematics • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Aboriginal students have been supported in literacy and numeracy. Learning links have supported targeted Aboriginal students with reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student Learning and Support Officers worked across the school implementing intervention programs for Aboriginal and Torres Strait Islander students. Students were supported in literacy and numeracy across K-6</p>
<p>English language proficiency</p> <p>\$144,567.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashcroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • SLSO to support withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: An additional two days EAL/D teacher was utilised to support students K-2 in beginning and emerging phases. SLSO's were employed to worked in classes that required intensive support for EAL/D students</p> <p>After evaluation, the next steps to support our students with this funding will be: *Classroom teachers worked closely with additional staff in literacy and numeracy to ensure EAL/D students received quality opportunities. * An additional two days EAL/D teacher position enhanced our existing</p>

<p>English language proficiency</p> <p>\$144,567.00</p>	<p>entitlement of 3 days per week.</p> <p>* The EAL/D teacher supported teachers in the classrooms and collaborated with each stage during planning days.</p>
<p>Low level adjustment for disability</p> <p>\$222,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ashcroft Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Learning together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of additional School Counsellor to develop self-regulation for identified students <p>The allocation of this funding has resulted in:</p> <p>An external Schools in Sport Program was implemented to provide teams of teachers additional release from face to face teaching to collaborative plan and program using evaluative practices lead by the Assistant Principal Curriculum and Instruction.</p> <p>A speech therapist was employed to provide individual students support and monitor ongoing programs. The speech therapist collaborated with classroom teachers to cater for students needs in literacy.</p> <p>Two SLSO's were employed to work with students on personalised learning plans and support student wellbeing.</p> <p>An additional School Counsellor worked across the school to support students with additional needs. The School Counsellor worked closely with families to ensure students received appropriate services.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * We will continue a coordinated approach across the school Preschool to Year 6 to students with additional needs. * The Learning and Support Team will continue to include a speech therapist and an additional counsellor to monitor provisions for students across the school. * Our work across the school to deliver data based programs and opportunities to regularly review students data which will inform teacher practice and lesson delivery will continue in 2022
<p>Professional learning</p> <p>\$27,118.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ashcroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$27,118.00</p>	<ul style="list-style-type: none"> • Literacy consultant employed for the implementation of synthetic phonics across P-6. Mathematics consultant employed for the implementation of targeted mathematics programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * The implementation of synthetic phonics * The implementation of morning routine across P-6 * The implementation of a new scope and sequence for mathematics across K-6 * Consistent lesson structure in mathematics lessons across K-6 <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The literacy consultant will continue working across P-6, focusing on synthetic phonics. Observing teachers implementing the program, feedback to teachers for best practice in literacy. The mathematics consultant developed in conjunction with the mathematics committee the school's scope and sequence in mathematics, and lesson structure. This has had an impact on our results, with 47% of students achieving expected growth in numeracy in NAPLAN 2021.</p>
<p>Literacy and numeracy</p> <p>\$8,987.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ashcroft Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Teachers implemented literacy lessons in phonemic awareness using decodable readers</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * The school will continue to implement phonemic awareness programs and purchase additional resources.
<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Ashcroft Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in:</p> <p>The Instructional Leader supported teachers to deliver explicit lessons in literacy and numeracy focusing on K-2. The Instructional Leader lead the delivery of high impact professional learning across the school including</p>

<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>demonstration lessons and a differentiated approach for early career teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* The Assistant Principal Curriculum and Instructor will continue to support teachers in classroom practice with a strong focus on the use of data and explicit teaching.</p>
<p>QTSS release</p> <p>\$46,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ashcroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>A literacy consultant was engaged to provide demonstration lessons in teaching phonemic awareness and reading across the school. Teachers were released to view lessons and participate in lesson debriefs as a team. Quality Teaching Rounds were implemented in Stage 2 to provide teachers opportunities to utilise the Quality teaching framework and participate in teaching rounds.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* In 2022, we will continue to engage with the literacy consultant and further develop staff skills and knowledge in using the Quality Teaching Framework.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ashcroft Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Kindergarten students received additional SLSO support to transition to school and engage in literacy and numeracy activities.</p> <p>An additional LaST day was used to support early learning programs in literacy and numeracy.</p> <p>A Mathematics consultant worked with Executive staff to plan and implement the schools mathematics strategy.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Transition to school programs will continue to be supported in 2022 with a focus on numeracy and literacy skills. * The school will continue to engage additional LaST time to support early years learning in 2022.
<p>COVID ILSP</p> <p>\$190,730.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>Two additional teachers were employed to provide intensive support in small groups to all students across the school. The two additional teachers worked closely with the LaST and executive team to design programs, resources and coordinate support across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * COVID ISLP initiative will continue throughout 2022.
<p>Refugee Student Support</p> <p>\$7,968.94</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in:</p> <p>Our refugee students received additional support to transition into the school environment through support from the EAL/D teacher and a SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Refugee students will continue to be supported with transition to school and supported in the school environment by the EAL/D teacher and SLSO's

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	133	129	142	149
Girls	119	127	135	139

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.1	89.3	90.1	89.5
1	87.7	87	89.4	90.7
2	89.8	87.9	89.2	90
3	89.3	88.5	89.4	87.2
4	90.1	88.6	88.9	90.9
5	89.2	89.8	88.8	89.2
6	90.9	89.1	90	86.3
All Years	89.1	88.6	89.4	89.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.42
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	5.77
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	799,899
Revenue	5,224,425
Appropriation	5,126,923
Sale of Goods and Services	17,694
Grants and contributions	79,406
Investment income	302
Other revenue	100
Expenses	-5,348,686
Employee related	-4,472,940
Operating expenses	-875,747
Surplus / deficit for the year	-124,261
Closing Balance	675,638

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.

	2021 SBAR Adjustments (\$)
Targeted Total	30,024
Equity Total	1,107,043
Equity - Aboriginal	37,404
Equity - Socio-economic	675,804
Equity - Language	144,842
Equity - Disability	248,993
Base Total	2,527,696
Base - Per Capita	72,234
Base - Location	0
Base - Other	2,455,461
Other Total	1,131,012
Grand Total	4,795,774

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.

Parent/caregiver, student, teacher satisfaction

Students

Data across the school indicates the vast majority of students across Kindergarten to Year 6 feel Known, Valued and Cared For. In 2021, our overall Tell Them From Me data increased by 10% in Student Wellbeing.

Advocacy at School

There has been an upward trajectory in data in Years 4, 5 and 6. Years 4 and 6 expressed 100% positivity towards school.

Expectations for Success

There has been an improvement in data across Years 4, 5 and 6, with the school now exceeding state average.

Sense of Belonging

Within the area of belonging, student data demonstrates an improvement on data from 2020 and a 25% margin above state average.

Teachers

Teacher feedback is ongoing and used to develop professional learning opportunities that cater for the diverse needs of our staff. 100% of staff reported that the school is 'committed to developing its employees' (People Matter Survey). In addition staff reported they felt respected, included and supported. Teachers valued opportunities to work collaboratively and reported there was positive "team spirit" in their work groups.

Parents

Throughout 2021 parents and teachers communicated frequently during the Learning from Home period. Parents were overwhelmingly positive and appreciative of ongoing interactions relating to students learning and wellbeing.

Through parent surveys and focus groups, we can report that;

- 100% of parents stated teachers were approachable and friendly
- 100% of parents stated the school environment is welcoming
- 96% of parents were pleased with their child's progress in literacy
- 94% of parents were pleased with their child's progress in numeracy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.