

2022 Annual Report

Ashcroft Public School



4344

Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
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

Socio-economic background: \$465,276.30
Aboriginal background: \$52,000.00
English language proficiency: \$157,336.80
Refugee Student Support: \$3,743.42
New Arrivals Program: \$13,087.00
Low level adjustment for disability: \$245,000.00
Integration funding support: \$186,908.00
Professional learning: \$15,500.00
Beginning teacher support: \$35,000.00

Summary of progress

Ashcroft Public School continued to focus on building the capacity of teachers to deliver high quality lessons that are explicit and evidence based in literacy and numeracy, throughout 2022. Ongoing professional learning in synthetic phonics and modelled and guided reading, was delivered systematically by a literacy consultant. Teachers received high impact professional learning to identify students who require additional support. Classroom teachers, Learning and Support, English as an Additional Language and/or Dialect and COVID Intensive Learning Support Program worked collaboratively to support students in literacy and numeracy using a coordinated approach. Effective differentiation for students with high potential was another focus. Professional learning supported teachers to identify students with academic potential in literacy and numeracy. As a result, teachers skills in differentiating for specific instruction has improved as evidenced in programs and planning meetings.

In 2022, K-2 teachers worked closely with the Deputy Principal and the Assistant Principal Curriculum and Instruction to become familiar with the new English and Mathematics Syllabus. Teachers met regularly to plan, program and evaluate the implementation of units using the new syllabus. In grade teams, teachers unpacked the Mathematics Syllabus, identifying changes and future direction. All K-2 teachers delivered units of work from the new English syllabus reporting they felt supported to plan and program using the new English and Mathematics documents. All teachers had opportunities to familiarise, prepare and refine their skills in 2022.

In 2023 we will continue to build teacher capacity through implementing high impact professional learning in literacy and numeracy with a focus on reading and place value.

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 6%	In 2022, there was an uplift of 1.5% in the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN. This trajectory has placed us closer to achieving our overall target of 6%.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will improve by	5.5% of students are now in the top two bands (NAPLAN) for numeracy, indicating that progress is yet to be achieved toward the annual progress measure.

10%	
Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students K-6 who are able to identify all stage appropriate phonemes from 45% to 60%	In 2022, 48% of students could identify stage appropriate phonemes indicating progress towards our overall goal of 60%. Continued professional learning for staff in data collection, differentiated lesson delivery and interventions occurred throughout 2022.
There is an uplift of 15% of students K-6 who have achieved stage appropriate outcomes within Whole Number from the progressions - <i>Quantifying Numbers</i>	Due to changes made through Curriculum Reform, this progress measure can no longer be assessed. Throughout 2022, we have focused on place value and have assessed students K-6. In 2023, we will compare the number of students achieving stage appropriate outcomes in place value to determine an uplift.

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

QTSS release: \$62,000.00

Professional learning: \$15,000.00

Summary of progress

In 2022, all staff embarked on a journey to improve their use of student data. All staff completed the Data Wise training to deepen their understanding of how data informs teaching practice. Staff had the opportunity to develop their assessment literacy and strengthen their skills in applying ongoing formative assessments that were responsive and linked to syllabus outcomes. During professional learning sessions, teachers had opportunities to pause and reflect, focusing on examining and adjusting their practice to maximise student growth.

Teachers had opportunities throughout the year to work in grade teams to collaboratively use a consistent process to view and analyse data and use this data to cater for students needs. Teachers ability to cater for individual students needs and to measure student success had improved. The teaching staff at Ashcroft Public School are using consistent language and processes across the school and engaging in meaningful data conversations. Teachers are using data effectively to evaluate student understanding of lesson content.

In teams, teachers used Progressive Assessment Tests (PAT), NAPLAN and internal data to triangulate results, which allowed for the identification of patterns in learning across a grade, areas of strength and areas requiring further development.

All teachers have a sound understanding of student assessment and data concepts. The whole staff is beginning to use data to inform their teaching, reporting and the identification of student need. In 2023, we will work to ensure these practices become embedded in our learning culture, authentically implemented and sustained.

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 use evidence of learning, including a range of formative and summative assessment, to inform their teaching and learning.	All teachers participated in professional learning on how to utilise the Data Wise process to inform teaching and learning decisions in their classrooms. Staff used a wide range of data sources to improve instruction and lesson delivery. As a result of using consistent practices across the school, teachers are engaging in quality data conversations in their stage teams.
Teachers implement the data cycle 'Questions, Data, Analysis' across all Key Learning Areas for their class and across their stage to identify areas of strength and areas for further development.	Teachers implemented the Question, Data, Analysis, Implications (QDAI) cycle when viewing grade data. This method was utilised using Progressive Assessment Tests (PAT) and NAPLAN results to examine areas of strength and need. Teachers worked in grade groups to plan and deliver lessons that addressed students learning needs.

Assessments and data are used consistently across the school to ensure accurate, comparable judgement.	Throughout 2022, all staff engaged in professional learning and completed the Data Wise course which consists of 8 modules. Teachers examined the step by step process using a wide range of data sources to improve instruction. Through the Data Wise process, teachers were able to triangulate student results, compare results across the stage and adjust teaching instruction to meet students needs.
Teaching and learning programs are differentiated and describe student progress in knowledge, understanding and skills and the assessments that measure them.	Changes in assessment and data analysis throughout 2022 has led to teaching and learning programs that explicitly describe knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of all learners, including adjustments to support learning or increase challenge.
Teachers share practice and challenges, supporting colleagues to identify areas of improvement and student achievements are openly and accurately discussed.	In 2022, a consistent process was established throughout the school to guide teams of teachers through a rigorous data analysis process. Executive staff presented the data in a variety of ways so that time was used engaging in data conversations and making decisions about teaching and learning. Teachers understand the process of analysing data and how it informs improvements in teaching and learning.

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: \$188,000.00

Summary of progress

Throughout 2022 the school promoted the importance of regular attendance through utilising departmental promotional materials in newsletters, on Facebook and the school website and on school grounds. The school implemented whole school initiatives and rewards, and communicated clear expectations regularly to students and families. A number of students required individualised support to meet their attendance goals. In 2023 we will implement a check in system every five weeks to report back to parents and recognise achievements.

In 2022, the school transitioned from Positive Behaviour for Learning to focusing on Learner Qualities to improve student engagement and independence. Teachers have a strengthened understanding of developmental social skills linked to each of our selected Learner Qualities. Teachers have developed an understanding of learner characteristics that enables students to be efficient and effective in their learning. In 2023 we will deliver explicit lesson on our learner qualities, develop a continuum of skills matrix and share with our community.

Teachers understand and can describe the High Potential Gifted Education (HPGE) framework and how it is used to develop the talent of high potential and gifted students at Ashcroft Public School. In 2022, students were provided with additional opportunities in the visual and performing arts. All teachers have an improved understanding on differentiation for students displaying high potential and giftedness in the academic domain. In 2023, we aim to continue to provide opportunities for high potential and gifted students in all domains as well as enrichment programs that will provide students with opportunities to engage in extra curricular activities.

Throughout 2022, we established the foundations of our wellbeing hub Mirrung. This involved completing research with Western Sydney University, to understand the needs of the community. In 2022, we created a focus for increased engagement of parents, carers and families in children's learning, as well as their own pathways and social connections. Mirrung has fostered a sense of belonging in the Ashcroft community and has been a catalyst to empower positive life outcomes for children and families. Parent and family connection has increased significantly with families engaging in learning and social engagement opportunities. In 2022, Mirrung has provided support to families in health, access to social services and adult education. In 2023, we aim to continue to build on current practices and create a model and framework so our support and services are systematic and well coordinated.

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 15%	In 2022, attendance data indicated that 37.7% of students attended school at or above 90%. This is 30.1% below the system negotiated target of 68%. Re-engaging families after COVID learning from home, may be an influencing factor to this decrease. Another influencing factor may be health advice to keep students home if they have flu like symptoms. In 2023, we will continue to strengthen strategies to encourage 90% attendance for all

Increase the percentage of students attending school 90% of the time or more by 15%	students at Ashcroft Public School.
Increase student wellbeing by 11%, as identified in the Tell Them From Me survey.	Tell Them From Me results for students with positive wellbeing exceeded our lower bound target by 2.4%. Results for students with a positive sense of belonging exceeded state norms by 8%.
All staff implement all seven elements within the High Potential and Gifted Education policy.	Throughout 2022, staff identified students that had high potential or were gifted in each of the the 4 domains. All 7 elements of the policy have been implemented. In 2023, we will continue to enrich learning environments to support each of the domains.
The school implements differentiation and additional curriculum programs to cater for students identified as High Potential and/or Gifted.	<p>Throughout 2022, high potential and gifted students were identified in the intellectual domain by classroom teachers and the Learning and Support Teacher. Professional learning in accelerated curriculum and differentiation for high potential and gifted students, was delivered to teachers. Additional programs, including small group targeted tuition, were implemented in 2022.</p> <p>In the creative domain, our school extended opportunities offered to students in visual arts, dance and music which were celebrated at various concerts and exhibitions throughout the year.</p> <p>Teacher awareness and support for students excelling in the social domain increased and resulted in a variety of leadership opportunities and work shops introduced to our school.</p>
Parent demonstrations lessons and workshops are conducted in literacy and numeracy and the "I can Teach 2" and "Ask me" programs are launched.	<p>In 2022, a series of workshops were developed for parents of students in Kindergarten to Year 2. The aim of the workshops were to increase community engagement and to support parents to engage in their child's learning.</p> <p>In the Kindergarten group, 55% of parents completed the 3 workshops and continued to implement literacy and numeracy revision and practice activities in the home environment.</p>
Teachers implement strategies and routines to ensure maximum student engagement across the school.	In 2022, teachers explored increased student engagement though examining What Works Best and Hattie's Characteristics of Visible Learners and identified learner qualities that were paramount for quality learning to take place for all learners. In 2022, Ashcroft Public School began the transition from Positive Behaviour for Learning to Behaviour for Success. The transition involved reviewing current procedures and creating a draft transition plan.
School wide lesson delivery through PBL focusing on behaviours and attributes of the Learner Qualities	Staff worked in teams to develop continuums for each of our 5 Learner Qualities (choice, care, resilience, collaboration, critical thinking). Each continuum explicitly breaks down the characteristics identified for each quality from Preschool to Year 6.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$13,087.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students from an EALD background received specialist support from our EALD teacher. First phase students participated in intensive individualised and small group sessions. EALD teacher worked with teachers across the school to build capacity.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to build teacher capacity and support students from an EALD background. The EALD teacher will focus on supporting teachers to use the progressions for EALD students.</p>
<p>Integration funding support</p> <p>\$186,908.00</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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The LaST worked closely with classroom teachers to differentiate programs to cater for students who have additional learning needs. The LaST worked with SLSOs to build their capacity in the implementation of individualised numeracy, literacy and behaviour programs.</p> <p>After evaluation, the next steps to support our students will be: Students with additional needs were supported to succeed and thrive within the classroom environment. In 2023, we will continue to explicitly support students with additional needs in partnership with families.</p>
<p>Socio-economic background</p> <p>\$723,276.30</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</p>

<p>Socio-economic background</p> <p>\$723,276.30</p>	<p>including:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Data-informed practice - collection and analysis • Learning together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: Teachers were mentored and supported by Deputy Principals who worked as Instructional Leaders in classrooms. Deputy Principals built teacher capacity to deliver differentiated lessons using evidence based teaching strategies to improve student outcomes in literacy and mathematics.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to build teacher capacity through providing ongoing opportunities for teachers to work collaboratively with Executive staff - Deputy Principals and Assistant Principal: Curriculum and Instruction. Executive staff will continue to mentor and support teachers to build their capacity in effectively using evidence based practices and curriculum reform.</p>
<p>Aboriginal background</p> <p>\$52,000.00</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"> • Literacy • Mathematics <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: The Aboriginal Education Officer worked closely with teaching staff and Executive staff to support the development of PLP's for all students. The school employed an Aboriginal artist in residence, who worked with students, staff and community. Programs implemented throughout 2022, resulted in increased cultural safety for our community.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to provide quality Aboriginal Education programs and experiences for the entire school community.</p>
<p>English language proficiency</p> <p>\$157,336.80</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 <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$157,336.80</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Teachers better understand the differentiation process when catering for students with an EAL/D background. Students from an EAL/D background received additional support both in the classroom and in small groups.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the EAL/D teacher will support classroom teachers to develop quality programs that are differentiated and engaging. Additional SLSOs will be employed to cater for EAL/D students in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$245,000.00</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school worked closely with a consultant in literacy. Teachers have a deep understanding of synthetic phonics, The Fab 5 and the gradual release method. Theory was put into practice in classrooms across the school through close collaboration between teachers and Executive staff.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will engage in the School Strategic Success model to focus on reading comprehension and evidence based practices in lesson delivery.</p>
<p>Professional learning</p> <p>\$30,500.00</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 • Data use in curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist staff to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent reading • engaging specialist staff to unpack evidence-based approaches to teaching mathematical concepts <p>The allocation of this funding has resulted in the following impact: Through professional learning, staff capacity was increased in various</p>

Professional learning \$30,500.00	<p>areas, linked to PDP goals and teacher career development. Differentiated individualised professional learning, as well as whole staff, inclusive of SLSOs and support staff, was provided throughout the year. A group of 12 staff attended the Early Learning Conference in Canberra to focus on best practice in early learning.</p> <p>After evaluation, the next steps to support our students will be: We will continue to provide tailored professional learning to build staff capacity. In 2023, we will focus on reading comprehension and place value.</p>
QTSS release \$62,000.00	<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"> • Data-informed practice - collection and analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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 the following impact: Staff data literacy has improved as a result of regular collaborative meetings. All staff engaged in Data Wise professional learning to strengthen their data literacy skills.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to provide regular collaborative time for teachers to implement Data Wise cycles and strengthen data literacy and link their knowledge to lesson delivery. We will implement the Learn, Do, Reflect cycle with staff.</p>
COVID ILSP \$273,000.00	<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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: HPG students participated in small group tutoring sessions through the COVID ILSP Online Tutoring program. Students had the opportunity to be challenged and further extend their skills and knowledge in literacy and numeracy. Additional teachers worked with small groups of students, focusing on the delivery of sight words programs, phonemic awareness, reading comprehension and numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to provide students with individual and small group tuition. We will complete a needs analysis to establish best use of funds.</p>
Refugee Student Support \$3,743.42	<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>Refugee Student Support</p> <p>\$3,743.42</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support and intervention • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: EAL/D and classroom teacher received additional professional learning and networking opportunities to provide refugee student support.</p> <p>After evaluation, the next steps to support our students will be: In 2023, EAL/D and classroom teachers who have refugee students will receive planning time and professional learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	142	149	149
Girls	127	135	139	138

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.3	90.1	89.5	83.0
1	87.0	89.4	90.7	80.4
2	87.9	89.2	90.0	84.6
3	88.5	89.4	87.2	84.9
4	88.6	88.9	90.9	81.3
5	89.8	88.8	89.2	81.8
6	89.1	90.0	86.3	82.2
All Years	88.6	89.4	89.1	82.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7.4
Classroom Teacher(s)	13.58
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.77
Other Positions	1.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	675,638
Revenue	5,981,018
Appropriation	5,865,426
Sale of Goods and Services	24,072
Grants and contributions	88,307
Investment income	2,627
Other revenue	586
Expenses	-5,818,628
Employee related	-4,768,414
Operating expenses	-1,050,214
Surplus / deficit for the year	162,390
Closing Balance	838,027

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.

	2022 SBAR Adjustments (\$)
Targeted Total	33,651
Equity Total	1,179,886
Equity - Aboriginal	52,011
Equity - Socio-economic	724,661
Equity - Language	157,414
Equity - Disability	245,800
Base Total	2,830,127
Base - Per Capita	78,214
Base - Location	0
Base - Other	2,751,913
Other Total	1,391,235
Grand Total	5,434,900

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.

Student

In 2022, students participated in the Tell Them From Me surveys, which are used to measure student engagement and wellbeing and promote student voice.

Students with a positive sense of belonging

Questions focused on students feeling accepted and valued by their peers and by others at their school.

Results for students with a positive sense of belonging exceeded state scores by 8% across schools in New South Wales.

Students with positive behaviour at school

This area explored student behaviour and continuity of learning. The vast majority of students at Ashcroft Public School reported that there were minimal interruptions to learning in their classroom.

Advocacy at school

Advocacy at school examines how students feel and if they have someone at school who consistently provided encouragement and can be turned to for advice. In this area, our school results were 10% higher than the state average.

Overall, our results for 2022 across the 3 themes *Advocacy at School*, *Expectations for Success* and *Sense of Belonging*, rated above state average.

Parent

Throughout 2022, Ashcroft Public School staff have worked closely with the New South Wales Council of Social Services (NCOSS) to establish a wellbeing hub, which we have called *Mirrung*, the Dharug word for 'belonging'. As part of this process, we have partnered with the University of Western Sydney to conduct research on the needs of the community. The research found that:

- Parents regarded the school as a safe place.
- Parents and families stated that the school was a supportive place.
- There were high levels of community pride.
- The community and school had a strong sense of acceptance of people from different cultures.

Parents reported that they would like to see more shaded areas in the school environment and greater opportunities for their children to engage in after school activities.

Staff

Results from The People Matters survey, indicate that staff at Ashcroft Public School were connected to the school and engaged in their jobs.

- 100% of staff reported feeling motivated to contribute more than what is normally required at work.
- 100% of staff reported that people in the workplace treat each other with respect.
- 95% of staff reported that they felt recognition for their work and received regular feedback for improvement.

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.