

2022 Annual Report

Ashtonfield Public School



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Introduction

The Annual Report for 2022 is provided to the community of Ashtonfield Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Every Child Every Moment

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

School context

Ashtonfield Public School, with an enrolment of 512 students, is situated in the lower Hunter Valley on Wonnarua land. The school has a Family Occupation Education Index (FOEI) of 83, the student population includes forty-two Aboriginal students and sixty-two students with a Language Background Other Than English (LBOTE).

The school is held in high regard by its local community with an interested and active parent body working hard to support the school by providing opportunities for all students. Opening in 2007 and delivering a balanced curriculum with a clear focus on the academics, the arts and sport, the school looks forward to continuing a long tradition of quality education. The school embraces evidence-based approaches in teaching and learning and is committed to every child, every moment. School funding 2018-2020 initiated the 'Creative Critters' transition to school program and the Phoenix Park Farm initiative, and supported music programs including band, choir and Song Room, increased release time for the staff to better support student wellbeing initiatives, an identified Assistant Principal Wellbeing, opportunities for our Aboriginal students to connect with culture and enhanced academic support.

A project to upgrade Ashtonfield Public School was completed in August 2021. The project delivered: a new permanent two storey building, which provided innovative and flexible learning spaces for 12 classes, an upgrade to the staff and administration area, an upgrade to the canteen with works on the covered outdoor learning area (COLA), an upgrade to the hall and library, increase in staff parking with 14 additional spaces, landscaping and walkways.

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 | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| 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 | Excelling |

The school has highlighted the following priorities managed through the School Improvement Plan process:

Strategic Direction 1 - Student Growth and Attainment

In the teaching domain under Effective Classroom Practice, Feedback, the intention for 2023 will be moving from:

Delivering - Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

to

Sustaining and Growing - Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Strategic Direction 2 - High Impact Teaching and Learning

In the teaching domain under Professional Standards, Literacy and numeracy focus, the intention for 2023 will be moving

from:

Sustaining and Growing - Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

to

Excelling - All teachers understanding and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved progress and achievement data.

Strategic Direction 3 - Connect -> Thrive -> Succeed

In the teaching domain under Effective Classroom Practice, Classroom management, the intention for 2023 will be moving from:

Sustaining and Growing- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

to

Excelling - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student all staff will use data to understand the learning needs of individual students and inform differentiated learning for all students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Collection, Analysis and Evaluation of data
- Differentiated personalised learning to encourage life long learners

Resources allocated to this strategic direction

Literacy and numeracy: \$17,077.48

Socio-economic background: \$1,000.00

Refugee Student Support: \$1,375.36

Summary of progress

The focus of SD1 in 2022 continued to be the collection, analysis and evaluation of data, including developing the clear link of internal and external data to student outcomes in the classroom. This entailed a commitment to engaging in collaborative analysis of data with colleagues, mentors and consistent implementation of activities that support comparable judgments of student learning in the area of comprehension. The secondary objective for SD1 was differentiated personalised learning with an aim to develop a consistent approach to student learning goals.

A target for 2022 was the use of highly effective teaching practices to improve student comprehension, as evidenced by the data. This included an introduction of the SSS model for staff and SD Specialists lead staff in data/ NAPLAN analysis. SD Specialists and School Leads visited classrooms and observed current teaching practices. Personnel then planned a delivery model for the explicit teaching of reading comprehension, specifically using a gradual release model. SD Specialists modelled the use of syllabus, Literacy progression indicators, development of LI and SC, sequencing of modelled (I do) and shared practice (We do). Cars and Stars continued to be implemented for the consolidation of comprehension skills school wide. Staff were introduced to the Universal Resource Hub, DoE Teaching Strategies units Connecting Ideas Teaching Strategies resource as resources to support the explicit teaching of comprehension concepts. Teaching sprints were used further and implemented across the school with five-weekly sprints planned, as identified by internal and external assessments.

Consistency in learning goals was identified, in 2021, as an area of development across the school to ensure that all students are challenged and successful. In 2022, this was achieved by a team meeting to discuss individual goal processes within classrooms, current implementation and areas of improvement. Goal processes and goal sheets were evaluated for Kindergarten and Year 6. Two teams were made and one team developed a streamlined goal process based on evaluations received. The other team met to discuss what goals could be given to assist in making of goal setting easier for students to understand. As a result, K-2 would use the progressions in student language and 3-6 would continue to use the fluency goal rubric, writing goal rubrics and essential assessment to assist in goals.

A writing rubric team was formed to redevelop the writing rubric. The team analysed the current rubric, sourced external examples, and evaluated their effectiveness with work samples. In 2023, the team will continue to develop the new rubric with consideration given to the new release of the K-6 English Syllabus.

Next year, in this initiative, the SD1 Team will work with staff to deliver PL on the implementation of the new writing rubric. As identified, the team will work with staff to provide feedback to students which will empower them in their learning. Professional learning will be provided to teachers, with staff collaboratively working together to identify best practice, as this was delayed.

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 proportion of students achieving in the top 2 NAPLAN reading bands to be greater or equal to 80%, from the baseline. | The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 40.27% and is progressing toward the lower bound system negotiated target. |
| Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands to be greater or equal to 36%, from the baseline. | Data indicates that 30.28% of students achieved results in top 2 numeracy bands progressed beyond the target baseline by 3.07%. |
| Continue to improve the uplift of students achieving expected growth from the baseline. | Student achievement data is unavailable for this progress measure with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| Continue to improve the uplift of students achieving expected growth from the baseline. | Student achievement data is unavailable for this progress measure with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| Increase the % of Aboriginal students achieving top 3 bands in NAPLAN reading to 15% or more above SSSG. | <p>Aboriginal students results in 2022 Year 3 NAPLAN reading demonstrate that 50% of Aboriginal students scored in the top 3 bands in comparison to 64.7%, the APS cohort consisted of 4 students.</p> <p>Year 5 students in the top 3 bands indicate Aboriginal students achieved 18.6% above the SSSG in the top 3 bands of NAPLAN in reading. This was an increase of 4.4% of Aboriginal students achieving above SSSG in the top 3 bands in 2022. The APS cohort consisted of 6 students</p> |
| Increase the % of Aboriginal students achieving top 3 bands in NAPLAN numeracy, increasing the baseline or above. | No increase in students achieving in the top 3 bands in NAPLAN numeracy. Previous data has been maintained. |

Strategic Direction 2: High Impact Teaching and Learning

Purpose

At APS, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with priority to evidence-based teaching practices.

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.

- Explicit Instruction
- Collaborative Teaching Practice

Resources allocated to this strategic direction

QTSS release: \$97,422.00

Socio-economic background: \$32,628.00

Professional learning: \$13,260.00

Summary of progress

In 2022, Strategic Direction 2 focused on the refinement of explicit teaching practices and strengthening collaborative partnerships and teams.

To ensure quality teaching in all classrooms, Explicit Instruction was refined throughout the school. John Fleming visited each term to observe classroom practice, offer personalised feedback and to lead whole school Professional Learning (PL). John's focuses this year included mathematics warm-ups for Years 3-6, explicit lessons structures (I Do, We Do, You Do) and writing and reading warm-ups for K-2. John completed a school induction process for all staff new to Explicit Instruction. As a result, warm-ups across the school were continually evolving to reflect student abilities and key concepts were removed and reintroduced in a cyclical manner to ensure knowledge transference.

We worked closely with the team from Strategic School Support (SSS) to strengthen the teaching of comprehension within the school. This involved our Pedagogy APs working collaboratively with the SSS team and Ashtonfield teaching staff to design, implement and refine units of work that explicitly taught the concepts of making connections, inference and character. High staff absences due to Covid-19 impacted the implementation of this program.

The commencement of 2022 was the first time our students and staff began the year in our new innovative learning environments. Through rigorous planning and resource management, teachers working in the same grade/teaching group were provided with their release from face to face (RFF) time at the same time to promote and embed effective collaboration across teams within the school and provide opportunities to collaboratively design and facilitate high quality learning experiences for students. In the initial phases of the year, teaching teams worked to develop their co-teaching agreements and set out clear expectations. By employing collaboration tools such as Microsoft Teams and OneNote; teaching, grade and stage teams strengthened their collaborative systems and embedded collaborative teaching practices through programming, resource sharing and curriculum alignment. Teachers worked throughout the year to refine their teaching practices and embed explicit instruction models into innovative learning environments. By continuing to engage with the School Learning Environments and Change (SLEC) team, teachers participated in professional learning around collaborative teaching practices and the research behind effective collaboration. Staff worked with SLEC advisors during staff development days to enhance their understanding of collaborative teaching practices and developing a team-based approach to teaching and learning.

Moving forward in 2023, Ashtonfield Public School will continue working with John Fleming once a semester. The new K-2 syllabus, along with department created units of work, will be implemented with support from the APC&I. These units will be adapted to fit the Explicit Instruction Pedagogy, ensuring warm-ups continue. Stages 2 and 3 will match new literacy and numeracy syllabus outcomes to their current units of work to familiarise teachers with the syllabus, whilst highlighting focus areas for the future. SLEC will be working towards three milestones: co-teaching approaches implemented, observation framework developed and trialed, regular reflection of co-teaching.

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 |
|--|--|
| <p>All staff engage in professional development in Explicit Instructional focusing on reading and successfully implement strategies following a consistent school-wide approach. 90% of teachers demonstrate EI numeracy, in addition to reading, is embedded evidenced in programming, lesson observations and walk-throughs.</p> <p>90% of staff utilise the PDP process to continue to strengthen professional capacity through coaching and mentoring in EI.</p> | <p>All staff were provided with the opportunity to engage in professional development targeting reading and high expectations. 71 % of teachers successfully implemented strategies from PL at the commencement of the SSS Reading program. After the completion of the in-school support period, 86% of teachers present explicit reading lessons to their class and embed strategies learnt. This led to a more consistent whole-school approach in the explicit teaching of reading.</p> <p>86% of teachers successfully embedded EI numeracy, in addition to reading, in their daily teaching and learning programs.</p> <p>30% of teachers included a goal relating to strengthening their capacity with EI through involvement in coaching and mentoring processes. Due to COVID-19 interruptions and staff absences, EI coaching and mentoring opportunities were not consistently available in Semester 1, however in-class support was provided during available times.</p> |
| <p>Staff use digital scaffolds and access support from colleagues with expertise to create and implement formal differentiated programs such as PLSPs.</p> <p>Initiatives that underpin the teaching of literacy and numeracy are evaluated and streamlined to provide consistency of learning across the school.</p> | <p>Staff developed mathematics warm-ups using an online planning platform to ensure collaboration. Each staff member had a day, or a section, of a warm-up to create. This had to be differentiated to meet the needs of all students within the stage. Staff met regularly to discuss and refine these programs to ensure they met the needs of a diverse range of learners.</p> <p>In K-2, literacy and numeracy assessment processes were streamlined to ensure all students' academic abilities were known and catered for. Decodable readers were implemented across the 9 infants classrooms with professional development led by the AP Pedagogy to ensure its success. All writing warm-ups in K-2 were recreated to meet the new syllabus requirements. Clear links between genre writing and daily writing were evident for knowledge transference. SSS reading changed the way reading was taught in most classrooms as each term had a clear focus area based on Check-in and NAPLAN data.</p> |
| <p>Stage and year teams collaboratively develop and share reading programs in an agreed format.</p> | <p>Through informal observations conducted by the APs Pedagogy and Assistant Principals, teachers from stage groups worked with School Strategic Support team and APs Pedagogy to develop an agreed format for reading programs and collaboratively share across the team. Most grade teams collaboratively planned and programmed reading lessons to ensure consistency. Resources, updates, meeting messages and presentations were shared in the SSS Ashtonfield Microsoft Teams page so information was accessible both at school and from home. Since the completion of the SSS in school support, the agreed format has continued with teachers taking responsibility for the planning and programming.</p> <p>Stage 3 developed a collaborative method for the creation of reading warm-ups with tracking sheets to ensure content was regularly revisited and removed once student mastery was reached.</p> |

Purpose

The school is focussed on building individual and collective wellbeing through a climate of care and positivity.

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.

- Caring For Students and Staff
- Individual Learning Needs
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$8,000.00

Professional learning: \$11,000.00

Summary of progress

The wellbeing of our students and staff has remained a priority throughout the 2022 school year. For our students the successes have been the introduction of the Zen Den and the continuation of lunch time activities. Zen Den provided a quiet space for our students who are feeling overwhelmed by the busy playground or who enjoy a calm, quiet area. Puzzles, games and drawing remained the most popular activities and a teacher was available for supervision and support. Lunch time activities were chosen by students, dependent on teacher availability, and changed each term. Bike and scooter club, technology and drawing were the most popular this year. Alongside our week 7 wellbeing week each term, staff wellbeing was supported by a small team of teachers who organised a range of events throughout the year.

The easing of COVID 19 restrictions allowed for a gradual increase in opportunities to involve the school community in our school. Parents at weekly assemblies, a very successful Grandparents Day and a well attended End of Year Celebration day were welcomed opportunities for our community. The 'Friday Walk' which involved students and parents joining teachers on their way to school was a very successful initiative. Future opportunities to involve our community will be explored in 2023.

Attendance strategies were implemented throughout the year including the expansion of attendance and wellbeing phone calls, additional connections with families were forged and the community responded positively to additional contact. Class challenges were introduced and linked to negotiated celebrations. Focused analysis and follow ups with individuals students, teachers and families by the Assistant Principal Wellbeing were valued by the whole community.

Huge gains have been made this year in the area of Aboriginal Education. Our Aboriginal Education Teacher provided authentic opportunities for our students and staff to engage, learn and embrace Aboriginal culture. A beautiful mural now leads students and parents from our front gate to the office area and all students and staff, as well as some community members, were part of the planning and completion of this. All classes across the school spent time in the 'Culture Club', with weaving being a very popular activity. Our identified Aboriginal and Torres Strait Islander students in Years 3-6 were involved with the 'Culture Strong' initiative and, as a result, confidence in themselves flourished while knowledge around their culture deepened.

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 |
|---|---|
| Continued uplift of C&C sessions/signatures | Our coach and connect sessions did not continue in 2022 as casual teachers were unable to be sourced. The introduction of Morning Circle within classrooms provided the opportunity for students to make deep connections with their class teachers and their peers. The AP Wellbeing was available for regular check-ins with identified students. |
| Continued decrease the average number of executive managed incidents of negative behaviour. | The number of executive managed behaviours fluctuated throughout the year with a peak in Term 3. The introduction of the new behaviour strategy |

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| <p>Continued uplift of C&C sessions/signatures</p> <p>Continued decrease the average number of executive managed incidents of negative behaviour.</p> | <p>provided the opportunity for discussions with teachers during stage meetings with a focus on restorative practice. The inclusion of students in this process has been positive. Whole school professional learning in this area will continue in 2023.</p> |
| <p>Increase the % of students attending more than or equal to 90% to the lower bound system target and decrease the % of students attending <85% of the time by 15% as measured by Term 1 attendance data.</p> | <p>Term 1, 2022 attendance data indicates that 59.1% of students attended $\geq 90\%$ of the time, 18.3% more than the stage average however significantly lower than 2021 and 20% lower than 2019 (pre COVID data). Similarly, the number of student attending <85% has increased in Term 1 in comparison to 2021. Student attendance continues to be a focus. Class teachers are encouraged to contact parents regularly to check-in from a point of care and concern when students are absent. Class rewards for attendance are used within classrooms across the school. HSLO support has been accessed for identified students and for advice and support in encouraging regular attendance. Explaining the importance of regular and prompt attendance to our new families occurred during Kinder Orientation.</p> |
| <p>A continued uplift of teachers involved in development of whole school staff well-being system.</p> | <p>Staff wellbeing has been a priority throughout 2022. Wellbeing week continued to occur in Week 7 of each Term. Voluntary opportunities were provided for staff in addition to the week being 'meeting free'. Laptops were available for all staff and these were updated in 2022. Staff were provided with a half day additional relief in Term 4 to support their wellbeing. A suggestion box provided staff the opportunity to voice their ideas. As a result, Friday lunch breaks in Term 1, 2023 will be whole school. If successful, this will be continued and possibly extended to other days. This will allow staff across the school a shared time for collegial discussions.</p> |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$364,685.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Ashtonfield 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"> • Other funded activities <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 • intensive learning and behaviour support for funded students • Strategic Team lead goal processes and how adjustments and differentiation are recorded in our teaching and learning programs. Team to discuss current implementation and areas of improvement. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - goal processes and goal sheets were evaluated for Kindergarten through to Year 6. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - for K-2 teachers to utilise the progressions in student language and 3-6 continue to use the fluency goal rubric, writing goal rubrics and essential assessment to assist in goals, and - SLSOs employed with Integration Funding Support will be more informed regarding areas of support. |
| <p>Literacy and numeracy</p> <p>\$17,077.48</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ashtonfield 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"> • Collection, Analysis and Evaluation of data • Differentiated personalised learning to encourage life long learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement with Strategic Support Team • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the development of our own set of expectations when teaching phonics and spelling to suit our context and contribute to meeting our targets in the area student attainment and growth, and - goal processes and goal sheets were evaluated for Kindergarten and Year 6. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue a structured explicit phonics program that can be introduced in Kindergarten, aligning all teachers and students, and - in 2023, K-2 will use the progressions in student language and 3-6 will continue to use the fluency goal rubric, writing goal rubrics and essential assessment to assist in goals. |
| <p>Professional learning</p> <p>\$24,260.00</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 Ashtonfield Public School.</p> <p>Funds have been targeted to provide additional support to students</p> |

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| <p>Professional learning</p> <p>\$24,260.00</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Instruction • Individual Learning Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • coaching and mentoring • engagement with the School Strategic Support team (SSS) • engagement with School Learning Environment & Change team (SLEC) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 95% of respondents identified that the PL through SSS has increased their knowledge of explicitly teaching reading comprehension, syllabus content and the DoE Universal Resource Hub. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - additional professional development on the co-teaching cycle and learning modes to extend collaboration further and instill in classroom practice, - a further focus on strengthening collaborative teaching practices such as co-teaching and learning modes, - further development in using online tools to share resources and information across grades and stages, and - effectively integrating into reading groups and the need for classroom observations to ensure that lessons and gradual release is running smoothly. |
| <p>Refugee Student Support</p> <p>\$1,375.36</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"> • Differentiated personalised learning to encourage life long learners <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional focus on beginning and emerging students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to utilise funding to supplement support. |
| <p>Socio-economic background</p> <p>\$62,018.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashtonfield 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"> • Collection, Analysis and Evaluation of data • Explicit Instruction • Caring For Students and Staff • Individual Learning Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff working with Aboriginal students to increase community engagement • professional development of staff through integrating Aboriginal Education |

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| <p>Socio-economic background</p> <p>\$62,018.00</p> | <p>to support student learning</p> <ul style="list-style-type: none"> • employment of Assistant Principal Pedagogy roles to support K-6 Explicit Instruction implementation. and introduction to the new K-2 syllabus <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all K-2 staff program using the new K-2 English syllabus outcomes, - confidently use decodable readers to teach reading and update reading and writing warm-ups and lessons in response to student data, - as a result of mentoring, 3-6 teachers have a deeper understanding of the academic needs of their students and use a range of engagement tools to maintain student interest in warm-ups and lessons, and - 100% of Stage 2 and 3 teachers contribute to the planning and creation of differentiated mathematics warm-ups which are shared through online methods <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - full implementation of K-2 English and Mathematics syllabus and coaching support for teachers 3-6. |
| <p>Aboriginal background</p> <p>\$46,880.73</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashtonfield 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Teacher to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans • creation of a 'Culture Club' hub for Aboriginal students to learn and share culture <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Aboriginal students are confident in attending activities surrounding their culture and show pride, - a marked increase in both Aboriginal and non-Aboriginal students wanting to go to the Culture Garden every day, - all classes in the school attend the Culture Club and both students and teachers have been making additional requests to attend with the AET, and - the initiative has been popular and well-supported by students, teachers and parents. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensuring the continuance of the initiative in 2023 under the leadership of a new Aboriginal Education Teacher. |
| <p>English language proficiency</p> <p>\$28,696.50</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashtonfield 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives |

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|--|--|
| <p>English language proficiency</p> <p>\$28,696.50</p> | <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased literacy, numeracy and social support for EALD students K-2. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to utilise funding as additional teacher allocation to support EALD students at their point of need. |
| <p>Low level adjustment for disability</p> <p>\$222,184.09</p> | <p>Low level adjustment for disability equity loading provides support for students at Ashtonfield 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teachers have engaged in small group intervention as part of a whole-class differentiated approach, and - students have had access to additional support at their point of need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to focus on small group techniques in reading and numeracy groups. |
| <p>QTSS release</p> <p>\$97,422.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ashtonfield 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"> • Explicit Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - executive staff have been available to support Explicit Instruction in the classroom, and - teachers have engaged in the PDP lesson observation process in order to improve practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to add additional curriculum time for all staff to engage with the APCI. |
| <p>Literacy and numeracy intervention</p> <p>\$96,533.64</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ashtonfield 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted |

| | |
|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$96,533.64</p> | <p>intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional time allocated to support students in the classroom setting through small group intervention. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - identify the next step in reading comprehension for targeted students and continue SSS strategies. |
| <p>COVID ILSP</p> <p>\$162,840.00</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 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - following 2021 recommendation, funds were directed to K-2 students to reduce the gap in literacy and numeracy. As a result, 60% of students in Year 1 moved on to rich texts from decodable readers, and - whilst not all Year 2 students started on decodable readers, 85% moved onto rich texts by the end of the year. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue additional literacy and numeracy support in early intervention strategies. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2019 | 2020 | 2021 | 2022 |
| Boys | 298 | 267 | 271 | 264 |
| Girls | 302 | 271 | 247 | 238 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.9 | 87.9 | 94.4 | 89.6 |
| 1 | 94.5 | 90.7 | 93.9 | 89.8 |
| 2 | 92.2 | 88.9 | 94.3 | 88.0 |
| 3 | 94.3 | 88.4 | 93.4 | 91.5 |
| 4 | 94.0 | 89.2 | 92.8 | 88.2 |
| 5 | 92.7 | 92.3 | 92.8 | 87.8 |
| 6 | 91.9 | 89.4 | 91.7 | 88.8 |
| All Years | 93.3 | 89.6 | 93.3 | 89.0 |
| 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 18.44 |
| Literacy and Numeracy Intervent | 0.84 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.96 |

*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 | 200,512 |
| Revenue | 5,580,415 |
| Appropriation | 5,429,901 |
| Sale of Goods and Services | 2,712 |
| Grants and contributions | 145,222 |
| Investment income | 2,581 |
| Expenses | -5,660,298 |
| Employee related | -5,007,596 |
| Operating expenses | -652,702 |
| Surplus / deficit for the year | -79,883 |
| Closing Balance | 120,629 |

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 | 275,257 |
| Equity Total | 397,832 |
| Equity - Aboriginal | 46,881 |
| Equity - Socio-economic | 105,891 |
| Equity - Language | 28,696 |
| Equity - Disability | 216,364 |
| Base Total | 3,655,385 |
| Base - Per Capita | 130,888 |
| Base - Location | 0 |
| Base - Other | 3,524,497 |
| Other Total | 573,045 |
| Grand Total | 4,901,519 |

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.

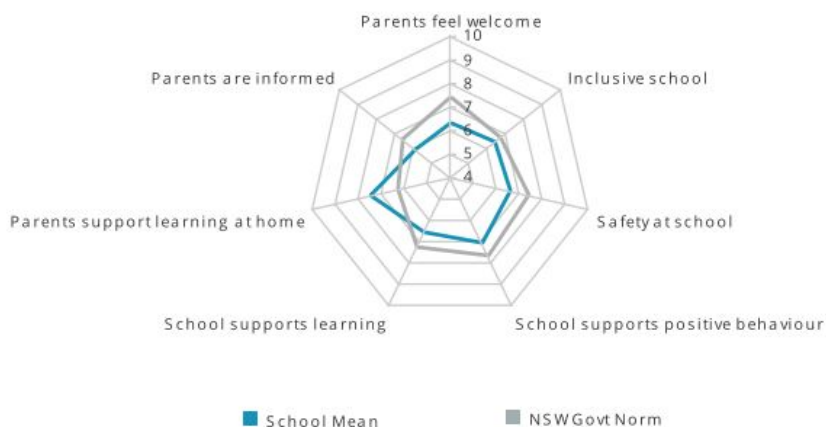
Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This report provides results based on data from 98 respondents in this school who completed the Parent Survey between 05 Sep 2022 and 18 Sep 2022. There were 33 more respondents than 2021.

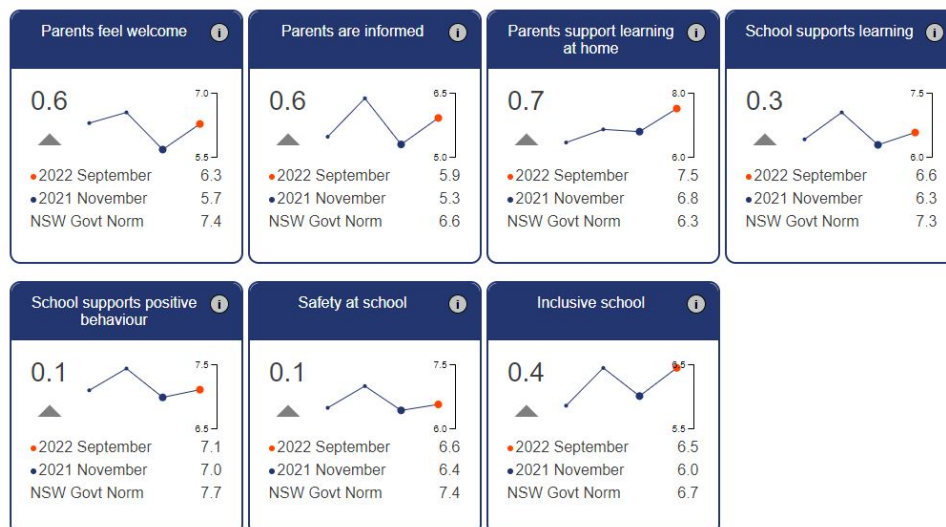
Attachments 1-7 relate to parent feedback, 8 student feedback and 9-10 teacher feedback.



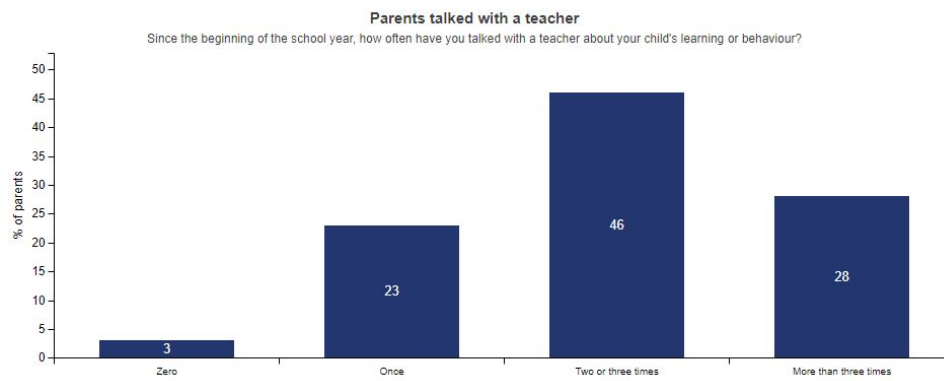
Attachment 1



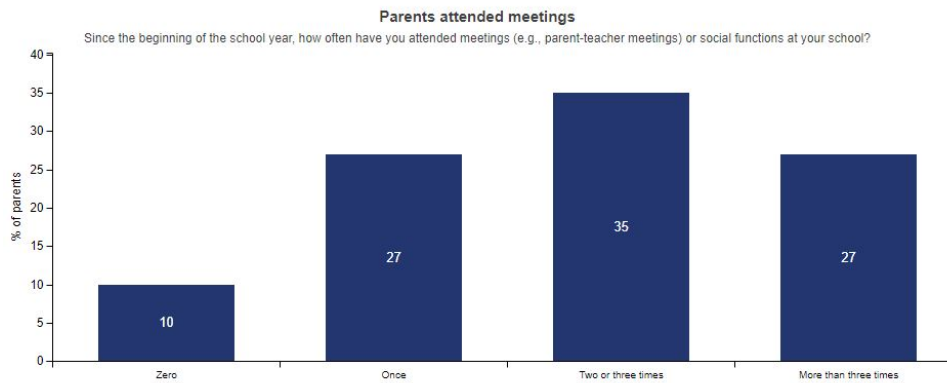
Attachment 2



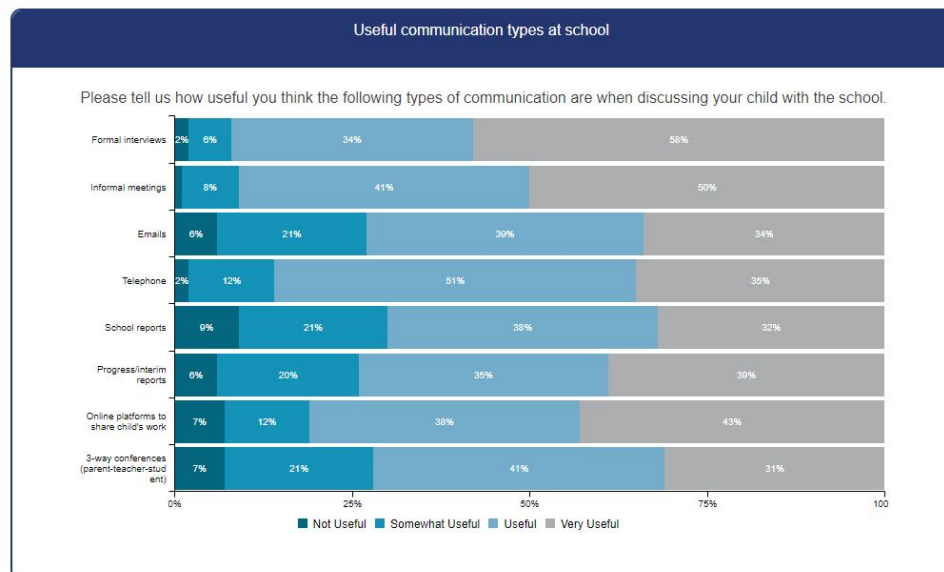
Attachment 3



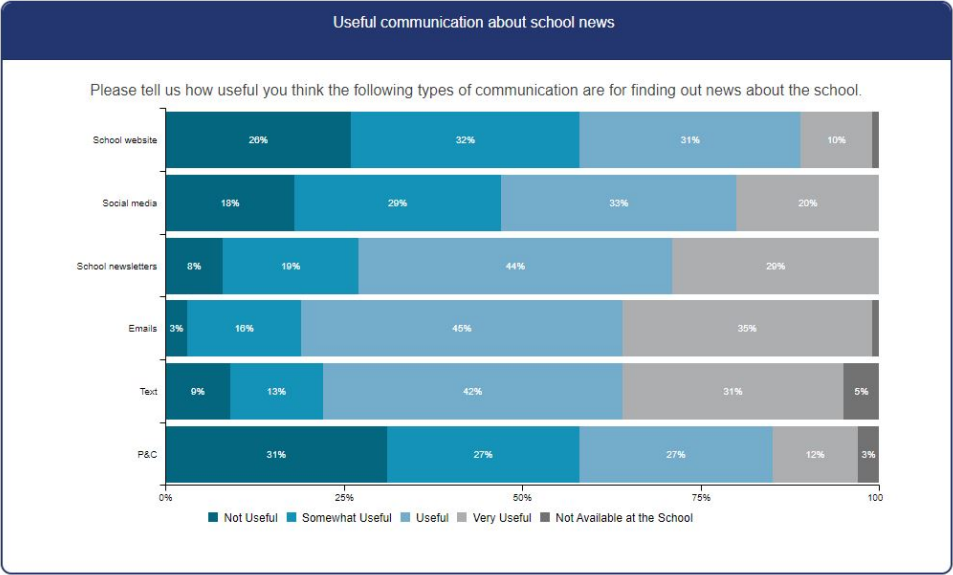
Attachment 4



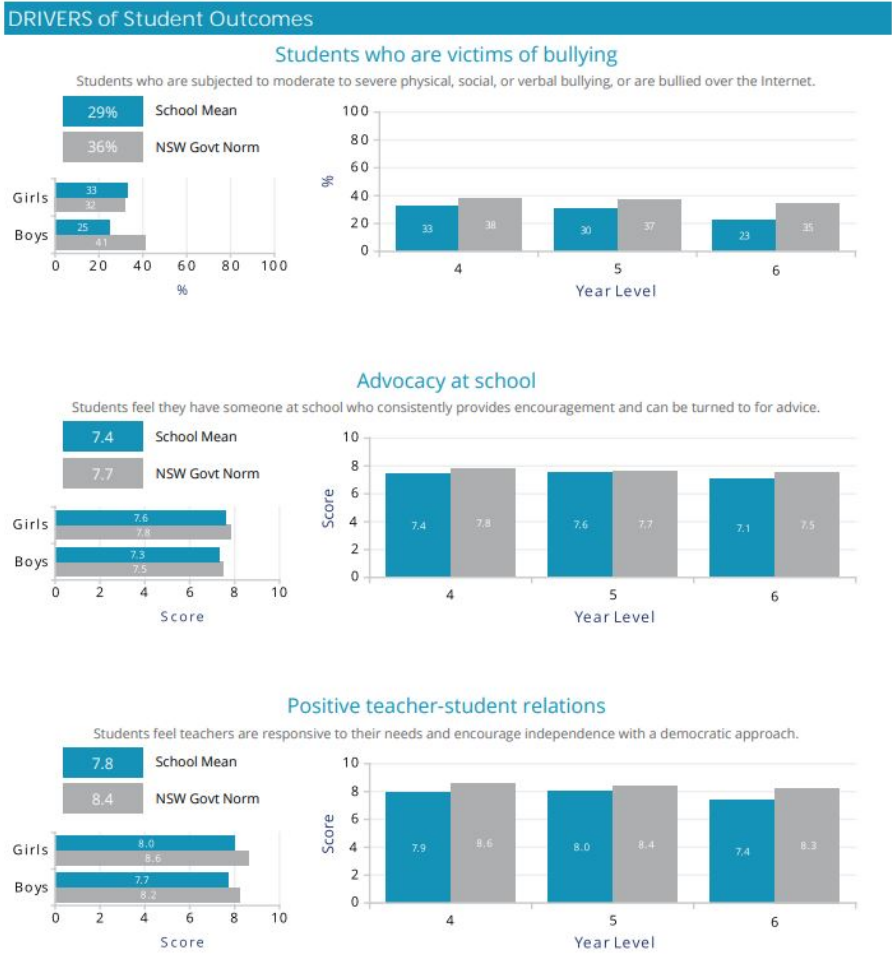
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Attachment 6



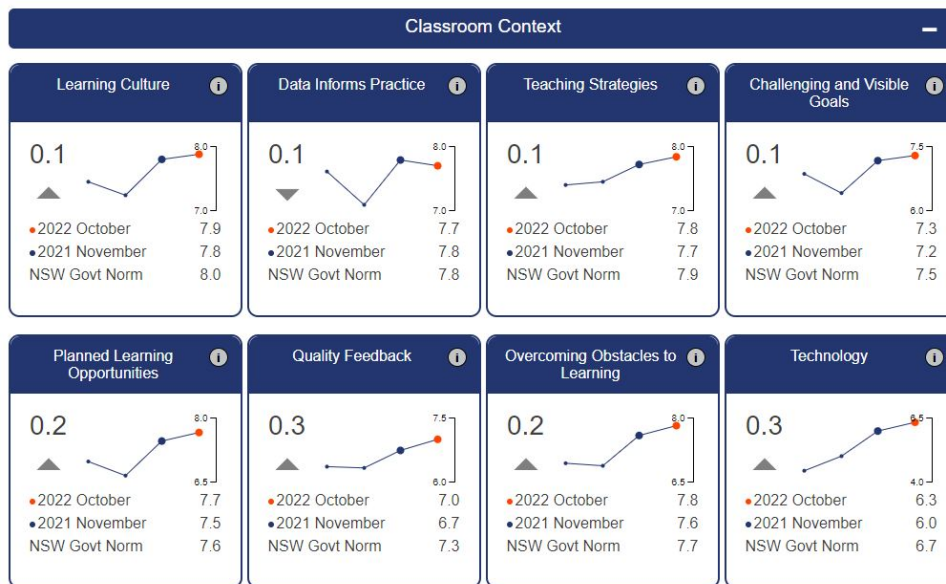
Attachment 7



Attachment 8



Attachment 9



Attachment 10

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.