

# Ashmont Public School Annual Report



2017



4375

## Introduction

The Annual Report for **2017** is provided to the community of **Ashmont Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Diana McGregor

Principal

### School contact details

Ashmont Public School

Bardia St

Wagga Wagga, 2650

[www.ashmont-p.schools.nsw.edu.au](http://www.ashmont-p.schools.nsw.edu.au)

[ashmont-p.School@det.nsw.edu.au](mailto:ashmont-p.School@det.nsw.edu.au)

6931 4944

## School background

### School vision statement

Ashmont Public School will provide a quality education of excellence, developing capable and well-rounded citizens for the future.

Our vision for Ashmont Public School is to guarantee that each student achieves their full academic and personal potential, becomes a life long learner and is a responsible citizen of the world. This will be achieved by engaging all students in meaningful programs, which meet the highest educational and ethical standards within a caring, collaborative learning community.

At Ashmont Public School we have high expectations and standards for all school community members. We embrace and celebrate our diverse community and provide a balanced and multi-faceted approach to learning— encompassing academic, cultural, physical and creative development and enrichment opportunities.

Our motto, complemented by the Wiradjuri word *Yindymarra*, drives all members of our community to uphold honesty, show mutual respect, project self-discipline, demonstrate tolerance to all people and to act with honour.

### School context

Our school is located in Wagga Wagga and provides spacious playgrounds for successful and dynamic programs in sports, dance and sustainable outdoors education. Our facilities include stimulating learning spaces that incorporate the latest technology to engage and inspire. This includes fully integrated, cutting-edge information and communication technologies in our Learning Centre.

Our staff is highly trained and participates in regular professional development in order to maintain high standards which enable each student to reach his or her potential. We have strong numeracy and literacy programs that challenge our students and provide them with opportunities to succeed and excel. Our mentoring programs provide opportunities for student leaders who model successful learning. We provide students with cultural awareness programs that explore the diverse backgrounds of people in our community, which includes a significant Indigenous population.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and creating a learning culture. High expectations and focused collaborative practices amongst teacher, students and parents, led by our two Instructional Leaders, achieved a substantial performance by the school in creating a positive and productive learning culture. A strong focus on wellbeing is providing an effective way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, their engagement in learning. A focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have maintained strong partnerships with our Aboriginal community to successfully increase participation and contribution in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The importance of data analysis to inform decisionmaking, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs directed by instructional leadership, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidencebased practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Preparing students for life in the 21st century

### Purpose

Supporting teachers to provide students with challenging and stimulating learning experiences and opportunities, enabling all students to explore and build on their gifts and talents.

### Overall summary of progress

Weekly and fortnightly organised training and development opportunities allowed staff to plan the implementation of quality teaching and learning activities within the classroom. Colleagues meet to discuss and analyse student achievement in comparison to the outcomes and indicators in the syllabus and on the continuums. These professional learning opportunities saw collegial practice and collaborative planning and programming within stage groups and improved whole school planning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>100% of all literacy and numeracy teaching programs to demonstrate differentiated learning using ongoing assessment and review of data.</i>	Early Action for Success (EAfS) \$26117.93  Literacy and Numeracy \$9000  Professional Learning \$7265	The EAfS Instructional Leader, the Aboriginal Instructional Leader and supervisors have led teachers, interventionists and Student Learning Support Officers in weekly professional development to implement differentiated, meaningful and engaging learning activities based on individual needs sourced from internal and external data. Programs were evaluated twice a term and teachers given feedback to act upon. All teaching and learning programs demonstrate differentiation in Literacy and Numeracy.
Firmly established procedures to collect and interpret internal and external data and track students on the K–6 continuums in Literacy and Numeracy, guiding differentiation, resulting in improved student engagement and student outcomes		A structured assessment schedule was established to collect internal and external data. Weekly stage meetings and professional learning allowed all staff to analyse the data using valid teacher judgement and the latest research to plot students on the literacy and numeracy continuums to ensure student learning growth.

### Next Steps

Our 2018– 2020 Strategic Direction focuses on building a Quality Learning Culture with meaningful, quality learning experiences that are differentiated and enable all students to be challenged while leading to improved learning and the pursuit of excellence. Whole school practices will be delivered that build the wellbeing and resilience of our students and support the learning engagement of all.

- Visible learning intentions with timely, meaningful feedback addressed in all key learning areas with a specific focus on Numeracy and Literacy.
- A school wide focus on Student Voice with an understanding that relationships matter. Using student and peer feedback, student goal setting and personalised learning to achieve learning goals.
- Learning is informed and directed by assessment data.
- Whole school wellbeing programs to support student's social emotional, physical and spiritual wellbeing. (Trauma Informed Teaching Practices, Positive Behaviour for Learning, Live Life Well )

## Strategic Direction 2

Driving a culture of learning

### Purpose

To develop self-motivated 21st Century learners who are collaborative and thoughtful problem solvers, now and for the future.

### Overall summary of progress

In 2017 teachers participated in further professional learning to have a deeper understanding of the impact of students having an investment in their own learning. Students were provided stimulating and innovative learning opportunities. Students were made aware of their own learning needs and were enabled to have more input into their learning goals. Explicit feedback on their daily work, as well as assessments guided teaching programs and help student understanding of success criteria. The students showed growth in self-motivation and engagement in their learning, preparing them to be more critical thinkers for the future.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Authentic and explicit teaching and learning programs which are underpinned by a thorough assessment schedule and process of feedback which will result in all students taking ownership of their own learning and making the required growth in all internal and external assessment data.	Low socio-economic \$330000	<p>Students and adults acknowledged their mutual investment, dedication, and benefit, which was visible in learning, relationships, practices, policies and school culture. Teachers developed explicit teaching and learning programs that were underpinned by assessment, data and student feedback.</p> <p>There was increased student involvement in curricula and extra-curricula activities including, but not limited to, UNSW Competitions, Peer Support Leadership, Gifted and Talented programs, dance, choir and After School activities.</p> <p>There was also a decrease in negative classroom management issues as students became more focused and experienced success in their learning.</p> <p>Additional staff were employed as interventionists to deliver effective, authentic and explicit teaching and learning programs to ensure growth in student well-being and learning outcomes.</p>

### Next Steps

Our 2018–2020 Strategic Direction 2 is the development of High Quality Teaching. In this we aim to provide a supportive and stimulating professional environment, with teachers committed to implementing effective explicit teaching methods, within a culture of collaboration and high expectations.

- Ongoing fortnightly professional learning that focuses on explicit teaching of Literacy and Numeracy skills across all key learning areas to students at all levels of achievement.
- Professional learning in the delivery of Science Technology Engineering and Maths (STEM) across the school.
- Strengthen collaborative practices through fortnightly opportunities to plan, have collegial discussions, analyse assessment data, build valid teacher judgement and a deep understanding of the Learning Progressions.
- Opportunities to reflect and evaluate the impact of programs in order to improve practice.

## Strategic Direction 3

Developing partnerships that benefit our students' learning

### Purpose

To provide all students with access to high-quality schooling that is equitable and tailored to individual needs by strengthening community partnerships.

### Overall summary of progress

Ashmont Public School understands the importance of positive partnerships and connections that assist with engagement, attainment and well-being for all students. The students were provided with high quality education to support their individual needs and families were given access to internal and external agencies that could assist with personal and community needs. Communication channels between all school and community stakeholders were broadened to foster increased community satisfaction and engagement. The school website was updated weekly and a school Facebook was started through the P&C to reach more community members. The Tell Them from Me surveys provided vital feedback from all school stakeholders to help drive the future directions of the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, parents and community members have increased opportunities to engage in a wide range of school related activities within an inclusive and respectful school environment, resulting in an increased involvement of school community that celebrate, encourage and improve student learning.	Aboriginal Education Officer \$65509  Low Socio-economic Background \$36000 for family Referral Service  Aboriginal funding \$9000	School events such as our NAIDOC celebrations, Personalised Learning Pathways, talent quest, Book Week activities, Easter Hat parades, Education Week performances and the parents and toddler playgroup provide many opportunities for the community to be involved in our school.  The Learning Journey experience allowed every student to explain to their personal guests, in their own words, about their learning goals and achievements throughout the year. During this time parents were able to complete the 'Tell Them From Me' survey, giving constructive feedback on the quality of services and programs offered by the school.  Students and parents had access to the Family Referral Service, Charles Sturt University/Pathways Dental services, occupational therapy, speech pathology, RivMed and our Kinderstart program.

### Next Steps

Strategic Direction 3 for the 2018–2020 plan is Leading Learning Partnerships. This involves the creation of a learning environment with a culture of high performance that demonstrates leadership and organisational improvement that is responsive to community need.

- Aspiring leaders given opportunities to build their capacity through professional learning opportunities, mentoring and coaching.
- All school staff are supported to develop skills in administrative systems and positive respectful community communication.
- Opportunities made available for whole school community participation in planning and evaluation practices.
- Increase community involvement in educational, wellbeing programs and extra-curricular activities.
- Continued facilitation of internal and external support systems that benefit the whole school community's educational and wellbeing needs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Funding \$4000	Use of the Tell Them from Me surveys to evaluate impact of teaching programs, learning outcomes and inclusiveness. More Indigenous students participated in the University of NSW English, Mathematics, Technology and Science competitions.
<b>Low level adjustment for disability</b>	Learning and Support \$30597	Kinderstart, during Term Four proved successful in developing students' school readiness for 2018 by the implementation of a quality teaching and learning program.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Release 0.156 FTE \$15846	Enhancement of collaborative teaching practices for executive to mentor and coach teachers, allow teachers to analyse data and make informed decisions regarding future teaching practices and provide focused support for teachers to implement the Professional Development Framework and accreditation requirements.
<b>Socio-economic background</b>	Targeted Funding Support \$87000	The majority of funds were utilised to employ additional teachers and Student Learning Support Officers to implement tiered layers of intervention in Literacy and Numeracy to support the needs of individual students K to 6. Further funds were used to implement student wellbeing programs such as The Family Referral Service, After School activities, speech pathologists, occupational therapists, dental services, Bluearth and support student accessing after school activities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	110	102	103	103
Girls	110	112	114	132

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	89	92	90.8	89.6
1	86.9	85.9	89.8	88
2	88	90	85.3	88.3
3	90.5	89.9	88.2	88.1
4	89.7	89.6	90.8	90
5	87.3	88.3	88.7	90.5
6	89.9	90.7	87.4	88.1
All Years	88.8	89.6	88.8	88.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Regular school attendance is actively encouraged with wellbeing reward systems in place for positive reinforcement. Teaching staff and Executive monitor student attendance. Rolls are marked on the Sentral administrative system. Teachers communicate with families if an attendance concern becomes evident. Procedures are in place to follow up unexplained absences within 7 days. Our Aboriginal Education Officer liaises with families to support student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	9.23
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.53
Other Positions	0

\*Full Time Equivalent

The school has the services of an Instructional Leader EAfS, an Aboriginal Instructional Leader Years 3–6, a full-time Aboriginal Education Officer, one full-time Aboriginal Student Support Officer, two part-time Aboriginal Student Support Officers and a part-time Student Support Hearing Itinerant Officer for a hearing impaired Aboriginal student.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Ashmont Public School in 2017.

Funds were predominantly used to release teachers on a fortnightly basis. Teachers met in stage teams to implement consistent practices and assessment that reflected the Professional Development Framework. One teacher attained Teacher Accreditation. Five teachers are in the maintenance period. Three staff members attended Professional Learning to promote leadership and management skills. All pre-2004 teachers are now accredited teachers. Ashmont Public School has two full time Instructional Leaders.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs for 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
<b>Balance brought forward</b>	<b>531,203</b>
Global funds	128,798
Tied funds	413,170
School & community sources	12,878
Interest	3,994
Trust receipts	9,009
Canteen	0
<b>Total Receipts</b>	<b>567,849</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	2,150
Excursions	3,803
Extracurricular dissections	19,544
Library	783
Training & Development	0
Tied Funds Payments	322,324
Short Term Relief	15,680
Administration & Office	25,107
Canteen Payments	0
Utilities	24,039
Maintenance	25,156
Trust Payments	6,811
Capital Programs	0
<b>Total Payments</b>	<b>445,395</b>
<b>Balance carried forward</b>	<b>653,657</b>

The information provided in the financial summary includes reporting from 1 January to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,343,677
Appropriation	1,311,436
Sale of Goods and Services	4,657
Grants and Contributions	26,973
Gain and Loss	0
Other Revenue	0
Investment Income	612
<b>Expenses</b>	-545,152
Recurrent Expenses	-545,152
Employee Related	-369,520
Operating Expenses	-175,632
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	798,525
<b>Balance Carried Forward</b>	798,525

	2017 Actual (\$)
<b>Base Total</b>	1,672,572
Base Per Capita	33,163
Base Location	2,630
Other Base	1,636,779
<b>Equity Total</b>	877,830
Equity Aboriginal	246,317
Equity Socio economic	448,556
Equity Language	0
Equity Disability	182,958
<b>Targeted Total</b>	87,440
<b>Other Total</b>	576,266
<b>Grand Total</b>	3,214,108

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

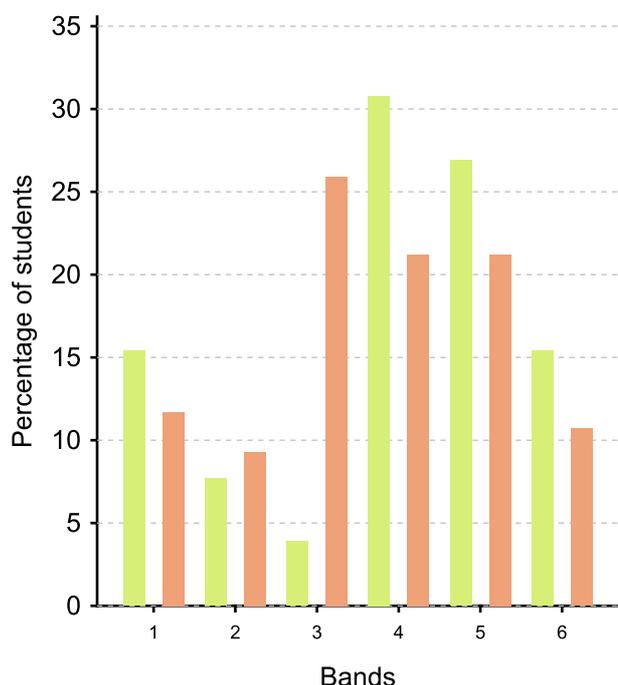
# School performance

## NAPLAN

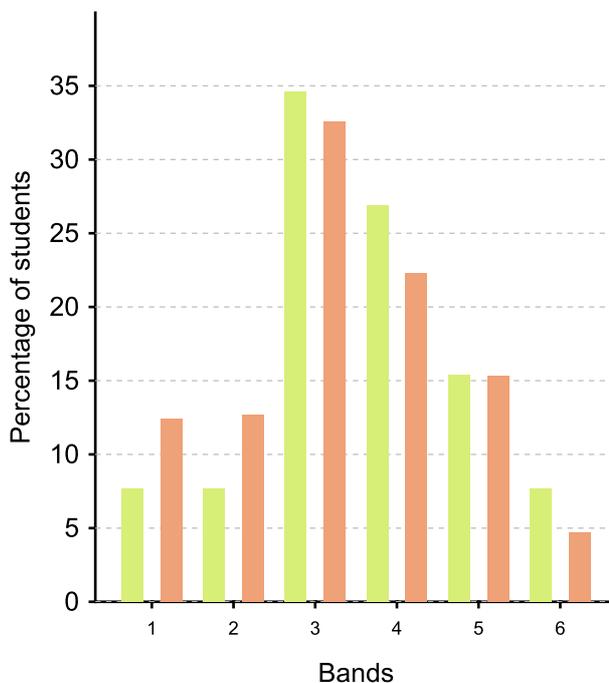
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students at Ashmont Public School continue to show positive growth in all areas of literacy, often above the state growth. Writing will be a future focus.

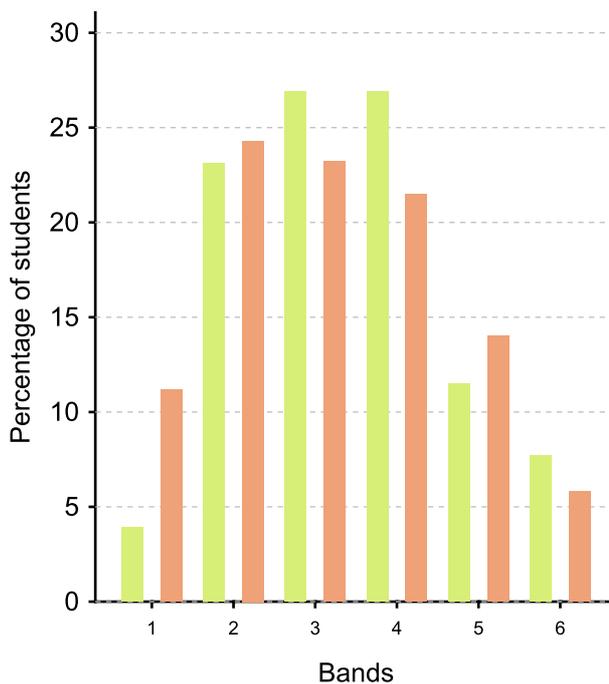
**Percentage in bands:**  
Year 3 Grammar & Punctuation



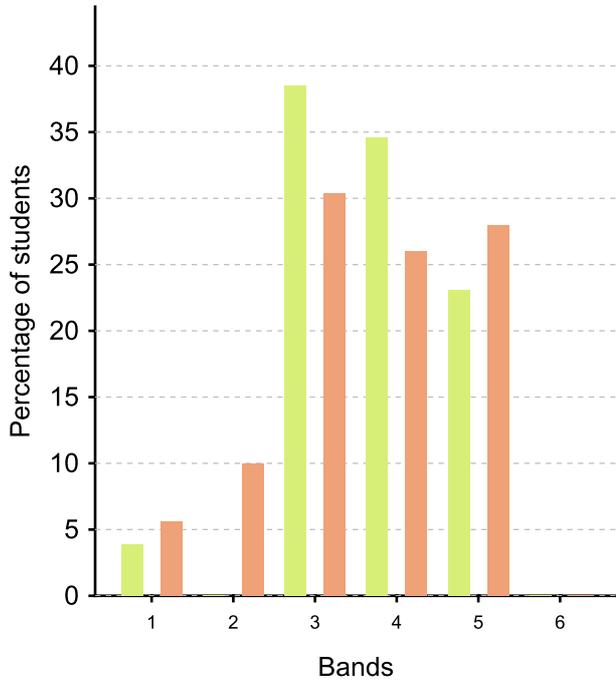
**Percentage in bands:**  
Year 3 Reading



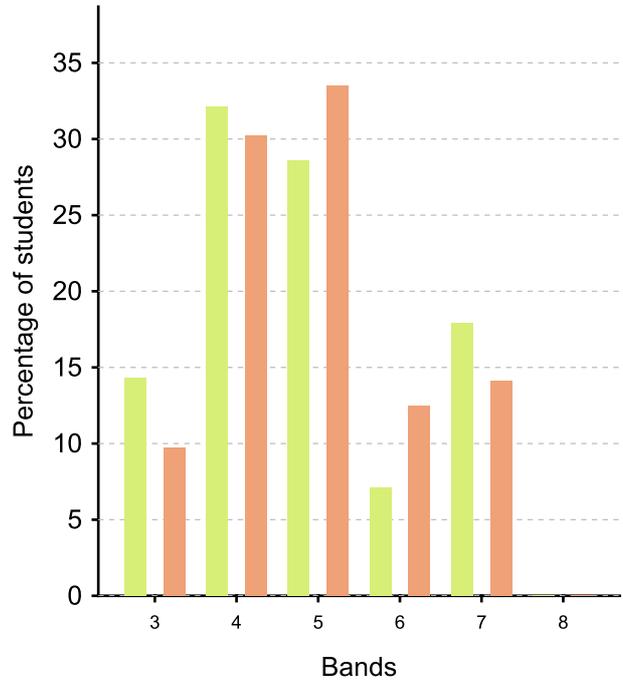
**Percentage in bands:**  
Year 3 Spelling



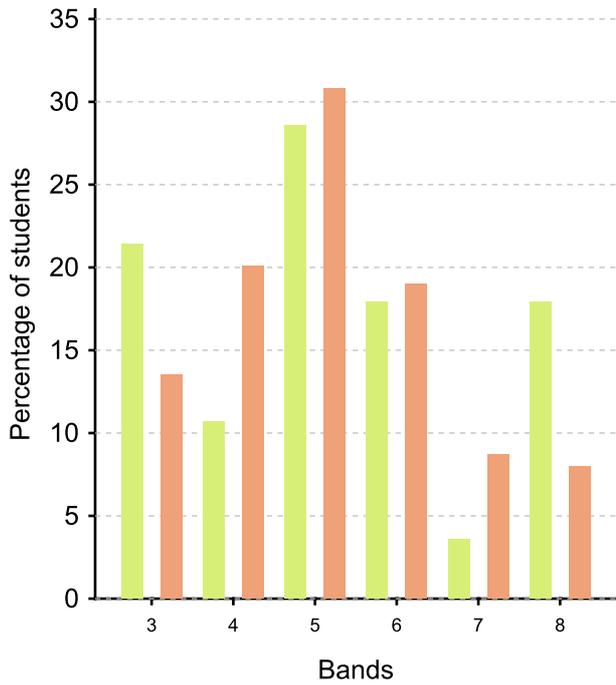
**Percentage in bands:**  
Year 3 Writing



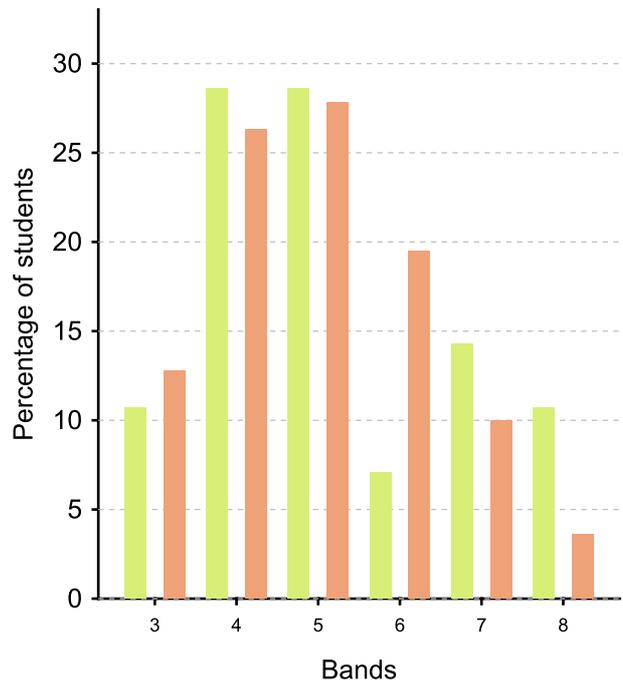
**Percentage in bands:**  
Year 5 Reading



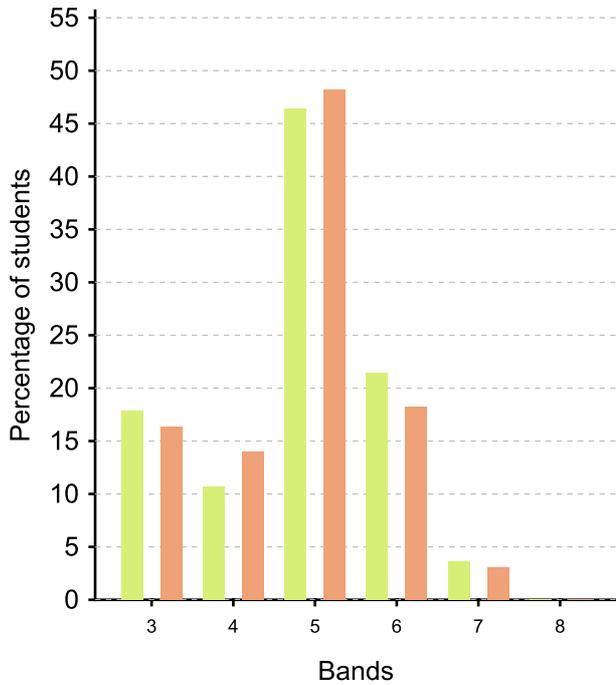
**Percentage in bands:**  
Year 5 Grammar & Punctuation



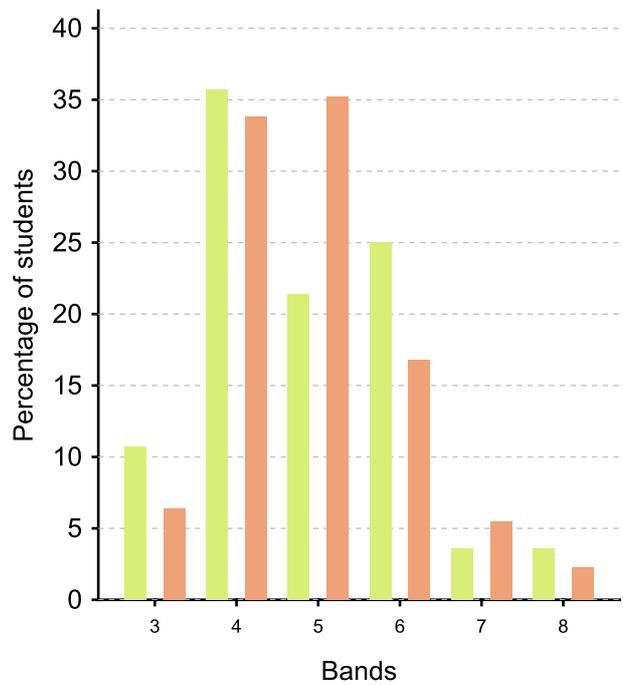
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy

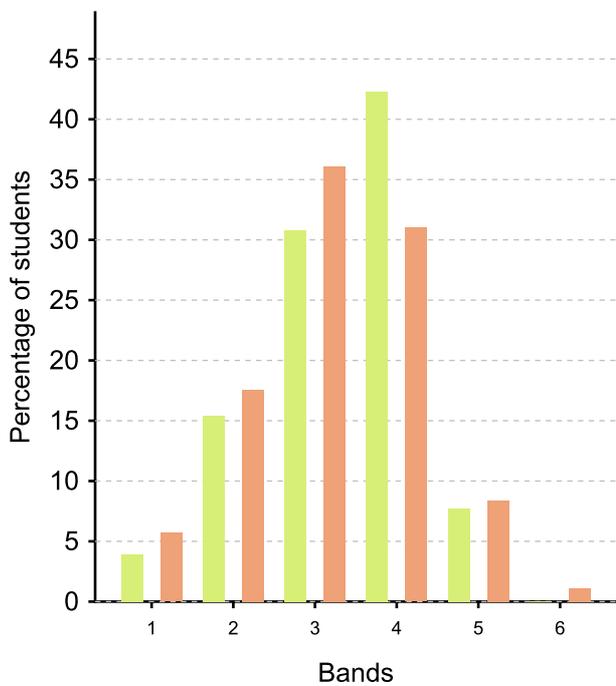


Students at Ashmont Public School continue to show positive growth in all of numeracy, often above the state growth.

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

Students, teachers and parents participated in the 'Tell Them From Me' survey which measured indicators based on the most recent research on school and classroom effectiveness. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

### The results of the Parent survey showed:

- I feel welcome when I visit the school 8.9
- Written information from the school is in clear, plain language. 8.7
- Parents support learning at home 7.2
- Parents talked with a teacher 3 or more times 82%
- Parents attended meetings 3 or more times 72%
- School supports learning 8.1
- School supports positive behaviour 8.2
- safety at school 7.4
- Inclusive school 7.9

### The results of the Student survey showed:

96% of students in this school valued School Outcomes.

98% of the girls and 93% of the boys in this school valued School Outcomes.

### DRIVERS of Student Outcomes

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. 8.0

Students find classroom instruction relevant to their everyday lives. 7.6

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. 7.9

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 7.2

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. 7.8

The school staff emphasises academic skills and hold high expectations for all students to succeed. 8.0

### Aboriginal Students

I feel good about my culture when I am at school. 86% agree or strongly agree

My teachers have a good understanding of my culture. 68% agree or strongly agree

### Student participation in extracurricular activities

Students take part in art, drama, dance or music groups; extracurricular school activities; or a school committee.

70% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%.

84% of the girls and 37% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students were asked: "When I finish high school, I expect to go to university."

Strongly Disagree (SD) – 16%

Disagree (D) – 8%

Neither Agree nor Disagree (NAD) – 30%

Agree (A) – 10%

Strongly Agree (SA) – 36%

## Policy requirements

### Aboriginal education

Our school currently has a high proportion of Aboriginal students and received \$246 000 in 2017 in staffing and flexible funding.

Our school was a case study for CESE – the Centre for Educational Statics and Evaluation – which verified the high expectations we have and the strategies we use at our school to 'close the gap' and improve the learning outcomes for our Aboriginal students.

Personalised Learning Pathways are developed with consultation from parents/caregivers to ensure goals are set and evaluated throughout the year for every Aboriginal student.

Working in partnership with our local Aboriginal Educational Consultative Group (AECG), our programs are culturally appropriate and support the Aboriginal and Torres Strait Islander Education Action Plan 2012 2014. A school readiness program, Kinderstart, aims to successfully prepare Aboriginal preschool children for their transition to primary school.

Ashmont Public School had the addition of an Instructional Leader – Aboriginal Students Years 4 –10 to assist targeted students to attain the Proficient Bands in NAPLAN. This position will continue into 2018.

An Aboriginal perspective is integrated throughout the curriculum, making the curriculum meaningful for Indigenous students and raising awareness and respect for the culture. A Wiradjuri language program is taught in the K–2 classes.

External agencies have been engaged to support student wellbeing including general health care checks and dentistry.

Cultural awareness programs with high community engagement were evident in our celebrations for NAIDOC week and our 50 Year Anniversary celebrations.

The Norta Norta Program provides targeted support for Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students in Years 4 and 6. A highly experienced educator was employed for this position.

Our school has nominated Indigenous students to receive awards in the Proud & Deadly Awards ceremony. Areas for nominations include: Academic, Citizenship, Performing/Creative Arts, Sport, Student Leadership, Cultural, Encouragement and NAPLAN. All nominations have been supported by our Aboriginal Education Committee.

### Multicultural and anti-racism education

Ashmont Public School continues to develop quality multicultural learning programs throughout its teaching and learning in the curriculum. These programs target broadening cultural awareness and increasing racial tolerance.

Initiatives enhance engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives include Harmony Day, NAIDOC Week and Multicultural Day and experiences.

Two Anti Racism Contact Officers (ARCOs) are kept informed with the latest Department of Education policies and procedures and serve in their capacity to raise multicultural awareness and prevent racism within our school.