Ashmont Public School
Annual School Report
2012
Messages

Principal’s message
The 2012 school year has been very busy and productive with many achievements and memorable moments. Our school continues to move forward with new strategies for teaching and learning, focusing on the learning needs of each individual student.

Students have been well supported by specialist staff in the areas of Reading Recovery, Learning Assistance, a Language teacher in Term 1 for students in Kindergarten to Year 2, a Speech Pathologist and Norta Norta tutoring to assist Aboriginal students with reading and numeracy. There has been a total of eight student learning support officers employed to support students with special learning needs across the school. Our Aboriginal Education Officer continues to provide outstanding support to our Indigenous students, families and staff.

Staffing changes this year welcomed Susan Najor as our Assistant Principal for Literacy but at the beginning of Term 4 Susan was appointed as Instructional Leader focusing on improving Literacy and Numeracy outcomes for students. Mrs Najor has guided teachers in the implementation of the Focus on Reading program and has supported teachers in the tracking of student progress on the Literacy and numeracy continuums. Perry Wong has been appointed as Assistant Principal whose main portfolio includes information, communication and technology.

The school has continued to be financially supported through the Priority School and Schools in Partnership Programs. Both of these programs provide a significant level of funding to enhance the learning opportunities for students in literacy and numeracy and to promote greater student engagement and community participation in school life.

Student welfare has continued to be a focus in 2012 with the support of our Student Welfare and Positive Behaviour for Learning committees. We have also conducted a Student Welfare review which will guide us in reshaping our policies to provide a more equitable Student Well-being policy to support all students in our school.

Our school’s active P&C Association, has met regularly throughout the year discussing ways and means of raising money in support of school programs and initiatives. The major fundraiser for the year was our school fete. The P&C has also held other fund raising events such as Mothers’ and Fathers’ Day stalls, BBQs and raffles throughout the year. These events have provided opportunities for the P&C to supplement costs of the Intensive Swimming Scheme and the purchasing of books and other resources, as well as sponsorship to sporting teams such as our successful girls softball team. Our staff and students are very appreciative of the work that this organisation does in providing support to our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Tanya Whyte

P & C message
Once again it has been a pleasure for me to be the P & C president for 2012.

We continue to be committed in fundraising for the school through events such as various raffles, Mini Olympics, assisted by Miss Dam, Bunning’s BBQ, Mother’s Day and Father’s Day stalls and the School Fete. Our School Fete raised a significant amount of $3000 to be used to support programs and resources for the students.

The P & C continues to promote the Nitbuster Program, which is organised and supported by Mrs McKenzie. Thank you to everybody who were involved and assisted in the success of this program.

I would like to thank the members of P & C this year. Without their support we cannot achieve our goals. I would like to encourage any family or community members to join and be a member of the P & C at Ashmont Public School in 2013.
We had a strong group of SRC members during 2012. Our leaders attended a leadership conference where we learned skills in how to be a good leader. We then started the Tidy School Initiative, which was a way to help keep our playground free from rubbish. Each sports house has two bins which are coloured blue (Gallipoli), red (Flanders), green (Kokoda) and black (with a yellow sign for Tobruk). Students are now encouraged to put their rubbish in their house bin. At the end of each lunch the SRC measure the rubbish and record the amounts in an ongoing tally.

We were also in charge of running assemblies and encouraging classes to have their say about issues in the playground.

Nathan Warhurst and Kalee Gibbons – 2012 School Captains

Student context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

On 30 March 2012, the school had an enrolment of 240 students made up of 121 boys and 119 girls. Students of Aboriginal or Torres Strait Islander background numbered 101 which represent 42% of the student population.

There has been a gradual decline of enrolments from 2007 to 2010. The student enrolments remained steady between 2010 to 2011. However a significant drop has been evident in 2012. The variation of student population has been attributed to various reasons, including a number of families leaving the local area. Throughout 2012, student enrolments steadily rose, returning the school’s enrolment to the trend numbers from previous years.

Student attendance profile

Our student attendance has improved dramatically from 2011. We have reached the target of “Increase in the percentage all student attendance from 89% in 2011 to 90% in 2012” as per our school plan, reaching 91% of all student attendance in 2012.

Management of non-attendance

The school monitors student attendance very closely. The Assistant Principal – Engagement works closely with parents and the Home Liaison Officer to address any issues that may affect attendance. This includes phone calls, parent meetings and home visits to ensure the attendance improvement plan is active.

Our school rewards students with a positive attendance record by:

- holding class raffles for perfect attendance;
- acknowledging students’ attendance record at each term’s Welfare Assembly; and
- sending the parents of those students a letter of acknowledgement, recognizing their part in their child's good attendance record.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Ashmont Public School staff has, this year, seen a significant shift in staffing. The complement of staff continues to see a blend of more experienced members and more recent graduates. Temporary contracts were offered to fill vacancies and we see the introduction of two new Executive members in the school.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17.552</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Indigenous staff form a vital and dynamic part of the school’s workforce. Indigenous teaching staff and support staff are integral to the school's functioning and cultural identity. In 2012, 19% of staff have an Indigenous background.

**Staff retention**

Ashmont Public School has had a number of staff changes in 2012. An Assistant Principal has retired and another has taken Long Service Leave in preparation for retirement. These positions have been filled in both a substantive position and a relieving capacity. Consistency of staff quality has ensured the continuity and introduction of quality school programs.

The school, as part of 2012 targets, employed a fourth Assistant Principal, targeting Literacy achievement across the school. The position was later transitioned in Term 3 to become part of the Instructional Leader program.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
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<tr>
<td>Postgraduate</td>
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**Financial summary**

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1355063.78</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
**School performance 2012**

**Academic Achievements**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Following is a brief summary of the academic achievements based on NAPLAN results.

**Reading – NAPLAN Year 3**

- Our 2012 Reading achievements were disappointing, as the data shows an increase of achievements in the lower bands compared to the school average 2008 – 2012 and compared to the State DEC average. The data shows a comparison of 57.6% of Year 3 students achieving in Bands 1 and 2 while State DEC had 16% of all Year 3 students achieving in Bands 1 and 2.

**Numeracy – NAPLAN Year 3**

- Our Year 3 Numeracy results revealed disappointing data, showing a significant increase of students achieving in Bands 1 – 2 compared to school 2008 – 2012 average and State DEC results. The data shows a comparison of 51.6% of our students achieving Bands 1 and 2 while the percentage of State DEC Year 3 students had 15.4%.

**Reading – NAPLAN Year 5**

- While there were a number of students achieving in Band 3 in Year 5 Reading, there was also an increase of students achieving in Bands 6 – 8, compared to school average 2008 – 2012.
While there was a significant increase of students achieving Band 3, compared to school average, a decrease of students achieving Bands 4 – 5 is also evident. Furthermore the percentage of students achieving in Band 8, compared to school average, has doubled in 2012.

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Dance**

Throughout the year, 12 students (boys and girls) from years 4 to 6 were invited to attend the “After School Dance Group”. Students learnt and developed skills and techniques in dance. In Term 2 they performed one of their dances in the Market Place during Education Week. In Term 4, they were joined by the Hip-Hop dance teacher from Mount Austin High School to share this genre. This group was designed to improve skills and techniques in dance and promote active and healthy living.

Students from Year 6 met with the Mount Austin High School Hip-Hop Dance instructor to learn a few Hip-Hop routines. They performed their dances at Presentation Night and the Year 6 Graduation with great enthusiasm.

This initiative was instigated by our School in Partnership (SiP) Committee who used the program to assist Year 6 in their transition to high school.

**Sport**

Ashmont Public School continued to promote excellence in the sporting arena. Many teams represented the school in a variety of Primary School Sports Association (PSSA) friendly games and competitions. This has included: touch football, softball, hockey, soccer, cricket and rugby.

Ashmont Public School students also competed in the major carnivals in 2012 of Swimming, Athletics and Cross Country. As a result, Ashmont Public Schools sent a significant number of district representatives to compete in these events.

Ashmont Public School’s girls softball team was selected in Term 4 to represent the Riverina region. This astounding achievement allowed the girls team to travel to Sydney and play against teams from other regions. The softballers were excellent ambassadors for both Ashmont Public School and the Riverina Region and came second overall in the state.
Significant programs and initiatives

Schools In Partnership (SiP)
Ashmont Public School was successful in gaining funding under the Schools in Partnership (SiP) Program for the next funding period from 2010 to 2012. Substantial funding is provided by the State Government to improve the educational outcomes of Aboriginal students in literacy and numeracy. An obligation of the funding guidelines is that the school consults closely with the Aboriginal community in the planning and implementation of programs and activities that aim at further enhancing the learning outcomes of our Aboriginal students and to promote school and community relationships.

Targets for Indigenous students supported by SiP funding were:

**Literacy**
- 90% of all Indigenous Year 3 students achieve Band 2 or higher in NAPLAN - 85% achieved.
- 20% of all Indigenous Year 3 students achieve Band 5 or higher in NAPLAN - 8% achieved.
- 85% of all Indigenous Year 5 students achieve Band 4 or higher in NAPLAN - 69% achieved.
- 15% of all Indigenous Year 5 students achieve Band 7 or higher in NAPLAN - 0% achieved.

**Numeracy**
- 90% of all Indigenous Year 3 students achieve Band 2 or higher in NAPLAN - 92% achieved.
- 20% of all Indigenous Year 3 students achieve Band 5 or higher in NAPLAN - 0% achieved.
- 85% of all Indigenous Year 5 students achieve Band 4 or higher in NAPLAN - 79% achieved.
- 15% of all Indigenous Year 5 students achieve Band 7 or higher in NAPLAN - 0% achieved.

Priority Schools Program (PSP)
The PSP staffing supplement of 0.5 has been utilised effectively to provide additional teaching support for students experiencing difficulties in literacy and numeracy. The program has improved student skill levels, engagement and confidence.

Funding has been used in the following ways to promote student growth in the following ways:

**Literacy & Numeracy**
- Employ 0.3 teacher for intensive literacy group instruction.
- Development of an integrated literacy program and assessment package.
- Deeper consolidation of Focus on Reading in teaching and learning programs with Instructional Leader meeting with staff to reinforce this strategy.
- Targeting priorities in mathematic sub-strands through dedication of specific teaching time, professional development of teachers in these strands and the development of a resource package.
- Implementation of whole school mathematics program and assessment package.

**Quality Teaching & Learning**
- Student engagement in literacy and numeracy using Interactive Whiteboard technology.
- Classroom and School Organisation including School Culture.
- Participation in a Team Leadership for School Improvement Program focusing on literacy and numeracy.
- Training of School Learning Support Officer for in-school mathematics activities.

**Home, School & Community Partnerships**
- Raising the profile of mathematics in the school and community via the school bulletin, mathematics club, competitions, rallies, and student welfare.

**Aboriginal education**
In 2012, Ashmont Public School continues to have a high percentage of Aboriginal and/or Torres Strait Islander students in the school population and, as such, recognise the importance of being aware of the learning needs and styles of these students.

The school continued to participate in the School in Partnership program, which has increased the profile of Aboriginal education in the school. This program has assisted in various programs in 2012, such as Kinderstart and Stage 2 Aboriginal Awareness overnight excursion. The school concludes this program at the end of 2012.

Aboriginal perspective is integrated throughout the curriculum, making the curriculum meaningful for Indigenous students and raising awareness and respect for the culture.

Five members of staff participated in ‘Connecting to Country’, training which enhanced their knowledge of the Wiradjuri people and visited significant sites in the local community. This knowledge and understanding was shared with all staff.

**Multicultural 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.

Two Anti-Racism Contact Officers (ARCOs) serve in their capacity to raise multicultural awareness and prevent racism within our school.

**National partnership programs**
2012 marks the beginning of the National Partnership program for Ashmont Public School. The funds from this program has allowed us to relieve an Assistant Principal off class to focus on the welfare and wellbeing of our students. The position has also encouraged the integration of programs such as peer support and Positive Behaviour for Learning (PBL) through the release of the Assistant Principal.

As part of the 2012 targets, the school employed a fourth Assistant Principal to facilitate the Literacy learning across K-6. The position has significantly improved the culture of literacy learning and marked improvement in literacy has been noted. Consistent spelling programs, handwriting and reading programs are now evident in every classroom in the school. This position was put into reconsideration as the Assistant Principal, Susan Najor, was transitioned into the Instruction Leader program. Susan Najor, in her capacity as Instructional Leader, continued to provide quality support and mentoring programs for teachers in both Literacy and Numeracy.

The program also allowed teachers to participate in professional learning in the Focus on Reading program, and strategies developed from this program is now evident in every learning space in the school. Students are now observed using strategies from the Focus on Reading program, demonstrating significant improvement in comprehension of traditional and digital text.
Focus On Reading

The ‘Focus on Reading’ program develops strategies and deep understanding in how to teach reading comprehension. Its aim is to reduce the gap between high and low performers and approach their needs in a balanced, integrated and strategic manner.

At Ashmont all teachers K-6 have been trained in the program in in-school sessions. The effects of this training are now clearly evident in all classrooms and students can articulate and use the ‘Super 6 Strategies’ of Predicting, Connecting, Questioning, Monitoring, Summarising and Visualising to aid their comprehension.

Teachers are now plotting and monitoring student progress against the comprehension learning sequence on the Literacy Continuum and increasing expectations in regard to their students’ performance. The school will continue the program in 2013.

Significant programs and initiatives

Riverina Dance Group

In term one students from Years 4-6 were invited to take part in the Ashmont Dance Group for the Riverina Dance Festival. The dance was called “Jumping at Shadows”. It was about two young children who become frightened of the shadows in their room, then learn to be brave and push them away. They learned all the choreography, new skills and techniques in dance.

Canberra Excursion

The Stage 3 Canberra excursion occurred in term 2. Forty Year 5 and 6 students, accompanied by Miss Smith and Miss Gault, went by bus to Canberra. They all braved the frosty conditions at 5.30am and headed off down the highway. The first stop was the National Museum where the students got to design their own 3D spaceship and watch it in a 3D movie. Next, they headed to Parliament House where they went on a guided tour of the viewing areas where the politicians meet. Students also took part in a role-play and Jacob Morrow made a fantastic ‘Mr Speaker’. The third and final stop was the amazing Questacon. This was a favourite part of the day! It was a huge day, with everyone saying they had a wonderful time.

Mini Fete

In Term 2 students from Year 6 ran a free mini fete for all students in the school. There were prizes, nails and face painting, fortune telling, side-show alley and a haunted house. Students planned their stalls carefully and made sure everything ran smoothly. It brought a smile to many faces and a few screams from the haunted house.

Stage 3 Lawn bowls

Students from Years 5 and 6 walked to the bowling green at the Rules Club to learn all about the game of lawn bowling. Students were met by many volunteers who introduced them to some fun games. There were prizes to be won and skills to learn. Everyone improved their skills with the help of our local club bowls members and had a great time doing it.

Positive Behaviour for Learning (PBL)

After several meetings and surveys conducted with students, staff, parents and the Indigenous community, Ashmont Public School had the PBL signage made for the exterior walls of the school. The signage displays our four core values,
Respect, Tolerance, Self-Discipline, Honesty. The pictures represent the expected behaviours of our students which are explicitly taught in our Circle Time social skills program. The school logo is the Wiradjuri goanna, Gugaa. The school will be progressing to classroom signage next year as the next stage of the PBL program.

Musica Viva
The Musica Viva musicians, B’TUTTA, visited our school on Wednesday 21 November, 2012. The visit was complementary to students’ learning from K-6 in music. The students were encouraged to play percussion instruments with the band and some were chosen to conduct them. The band was excellent and the students showed their enjoyment through their brilliant questions they asked at the end of the performance.

Rugby Union
Our school entered its first Stage 3 Rugby Union team in the Wagga Wagga knockout. It was a challenge for the boys to grasp the different techniques and strategies between rugby union and rugby league. We had some great coaching help from Darryn Jones, who volunteered his time. The boys enjoyed some great coaching sessions and an exciting tournament. They took some big hits, made some great tackles, scored some tries and feasted on a barbecue for lunch.

Kinderstart
Kinderstart 2012 has proven to be very popular and successful for the children this year. The program has been at full capacity with a class of 20 students. The students have enjoyed a smooth transition to Ashmont Public School in preparing them for “BIG” school!

The students have been busy developing important skills such as recognising and writing their names, cutting, drawing, cooking, singing, dancing, learning about colours, shapes and numbers and how to be a good friend. Students have also attended Kindergarten orientation, joined in with the Health program ‘Shake a leg’ and watched the ‘Maliyaa Dance Group’ perform.

Sustainability Group
In 2012, students in Stage Three have been helping Mr Geale create a sustainable garden for the front of our school. The Wagga Wagga City Council gave our school a grant of one thousand dollars to develop this sustainable garden.

The sustainability group also went to Wagga Wagga City Centre for the Short Film Festival. The students gave a short presentation on what we have done with our garden. They represented our
school with pride and out of all the schools in Wagga Wagga, our students were chosen to conclude the festival on behalf of all the schools who attended.

Shake a Leg

In Term 4, Riverina Medical and Dental Aboriginal Corporation ran a Health program called ‘Shake a Leg’ which was implemented with students from Kinderstart to Year 2 over a period of six weeks. The program addressed important health issues such as the Breathing, Blowing, Coughing program, Oral Hygiene, Healthy Nutrition and Physical activity.

In the Breathing, Blowing, Coughing program children learnt about maintaining healthy hearing. They learnt how to clean their ears, how to blow their noses and the importance of blowing their noses and washing their hands afterwards.

The program also looked at oral hygiene and taught students how to brush their teeth. It also provided free toothbrush and toothpaste to all students who participated.

The hygiene component helped children understand the importance of washing hands to reduce the risk of germs. In this session students learnt where germs ‘live’, how easily germs are spread and how to wash hands correctly to reduce risk of infection.

Healthy nutrition was also discussed. Students learnt about the five food groups and played games looking at healthy food choices.

The final session was designed to educate students about Aboriginal culture as well as how to keep active in a fun-filled way. They learnt about different ways to exercise and they practised playing cooperatively when learning the new game of TIG. All in all the ‘Shake a Leg’ program was a fun-filled, healthy, interactive program.

Many thanks to the friendly staff at Riverina Medical and Dental Aboriginal Corporation for sharing their time and knowledge with our students.

Kindergarten Programs

Throughout the year Louise Niki our Aboriginal Education Officer and recently in Term 4, Judy Grey, have been visiting the Kindergarten classrooms to share Aboriginal stories as well as assisting with maths groups.

In addition, Aunty Gail Manderson has been visiting Kindergarten and sharing Aboriginal cultural knowledge with students in Term 4. Some of the fun activities she has done with the classroom teacher include teaching students basic weaving, storytelling through
books and interactive technology and loads of fun hands on craft activities.

At Ashmont all teachers K-6 have been trained in the program in in-school sessions. The effects of this training are now clearly evident in all classrooms and students can articulate and use the ‘Super 6 Strategies’ of Predicting, Connecting, Questioning, Monitoring, Summarising and Visualising to aid their comprehension.

Teachers are now plotting and monitoring student progress against the comprehension learning sequence on the Literacy Continuum and increasing expectations in regard to their students’ performance. The school will continue the program in 2013.

Focus On Reading

The ‘Focus on Reading’ program develops strategies and deep understanding in how to teach reading comprehension. Its aim is to reduce the gap between high and low performers and approach their needs in a balanced, integrated and strategic manner.

Progress on 2012 targets

Literacy Targets

- Increase in the percentage of Year 3 students at and above Band 2(NMS) in NAPLAN reading from 85% in 2011 to 89% in 2012.
- Increase in the percentage of Year 3 Indigenous students at and above Band 2(NMS) in NAPLAN reading from 83% in 2011 to 89% in 2012.
- Increase in the percentage of Year 3 students in NAPLAN reading achieving Band 5 or higher from 24% in 2011 to 27% in 2012.
- Increase in the percentage of Year 3 Indigenous students in NAPLAN reading achieving Band 5 or higher from 8% in 2011 to 16% in 2012.
- Increase in the percentage of Year 5 students at and above Band 4(NMS) in NAPLAN reading from 72% in 2011 to 77% in 2012.
- Increase in the percentage of Year 5 Indigenous students at and above Band 4(NMS) in NAPLAN reading from 69% in 2011 to 75% in 2012.
• Increase in the percentage of Year 5 Indigenous students in NAPLAN reading achieving Band 7 or higher from 0% in 2011 to 5% in 2012.

Our achievements include:
• Exceeding the 2011 – 2012 target of Year 3 Indigenous students achieving Band 5 or higher
• Exceeding the 2011 – 2012 target of Year 5 students achieving Band 7 or above.

Numeracy Targets
• 95% of all Year 3 students achieve Band 2 or higher (94% in 2011) to 95% in 2012.
• 94% of all Indigenous Year 3 students achieve Band 2 or higher (92% in 2011) to 94% in 2012.
• 22% of all Year 3 students achieve Band 5 or higher (20% in 2011) to 22% in 2012.
• 5% of all Indigenous Year 3 students achieve Band 5 or higher (0% in 2011) to 5% in 2012
• Increase in the percentage of Year 5 students at and above Band 4(NMS) from 82% in 2011 to 85% in 2012.
• Increase in the percentage of Year 5 Indigenous students at and above Band 4(NMS) from 79% in 2011 to 82% in 2012.
• Increase in the percentage of Year 5 students achieving Band 7 or higher from 8% in 2011 to 10% in 2012.
• Increase in the percentage of Year 5 Indigenous students achieving Band 7 or higher from 0% in 2011 to 5% in 2012.

Our achievements include:
• Exceeded target of Indigenous Year 3 students achieving Banding 5 or above.

Student Welfare Targets
• Increase in the percentage all student attendance from 89% in 2011 to 90% in 2012.
• Increase in the percentage of Indigenous students attendance from 86% in 2011 to 87% in 2012.

Our achievements include:
• Continued progress of clear benchmarks in the school’s assessment policy used to monitor student progress.
• Exceeded target of student attendance.
• Exceeded target of Indigenous student attendance.

Staff Development Targets
• Co-ordinated staff involvement in Professional Learning activities evidenced by improving teaching and learning outcomes from < 10% in 2011 of teaching staff having active Professional Learning Plans to 75% of teaching staff having active Professional Learning Plans in 2012.

Our achievements include:
• Exceeding target of staff participating in Professional Learning activities which are evidenced by improved teaching and learning outcomes.
• All staff have a Professional Learning Plan and folder to track personal professional learning.

Community Targets
• Increased community engagement and improved relationships by increased numbers in attendance, participation and involvement in school-based activities and events. i.e. Literacy/Numeracy sessions, P&C meetings and parents days from <20 in 2011 to more than 100 each year 2012 - 2014.

Our achievements include:
• Exceeded target of community involvement and engagement, as well as attendance numbers to school-based activities.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out
evaluation of Student Welfare and Wellbeing and situation analysis for Low SES School Communities National Partnership Evaluation.

Low SES School Communities National Partnership Evaluation

Background
Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.

Considering the targets outlined in the school plan focus mainly on the improvement of students’ results in the National Assessment Program: Literacy and Numeracy (NAPLAN), two strategies were employed to evaluate the schools’ progression against the school plan. These strategies are: NAPLAN data accessed via School Measurement, Assessment and Reporting Toolkit (SMART) and four separate surveys targeting areas pertaining to the school plan.

NAPLAN data through SMART has been released to schools in September and has been analysed by the school evaluation team. The data is compared with the data from 2011, also accessed through SMART, and an analysis on students’ improvement is noted below against the school plan’s targets. This analysis provides quantitative data to which the evaluation can be made.

Three surveys were provided to staff, students and parents to attain qualifying data against the school targets. The surveys aim toward providing greater insight in students’, parents’ and teachers’ views on students’ improvement of and greater engagement in reading. Furthermore these surveys were created in conjunction with state targets and the Literacy Continuum K-6.

Welfare and attendance data were garnered from in-school record keeping and OASIS information. Other information regarding student welfare and community engagement were also ascertained from surveys distributed in conjunction with the literacy-based surveys.

Findings and conclusions
Due to the focus on SMART Data as a primary source of information for the evaluation of the program within the school, the targets for 2012 were rarely met. This is due to the early delivery of the National Assessment Program for Literacy and Numeracy (NAPLAN). As a result for this, the school continues to put faith in the strength of the strategies to improve student results for 2012 – 2013 and expect increase of progress towards targets. This being said, we saw significant improvement in Indigenous students’ results in NAPLAN and will continue the same strategies to enhance the learning outcomes of our Indigenous students.

Little improvement was found in student welfare and a Student Welfare and Wellbeing review was conducted in 2012 to provide strategies for improvement in 2013.

However, we see significant improvement in parental involvement and this has increased community morale as parents and the community have found the opportunity to participate in their child’s learning and school life.

We also see significant improvement in teacher professional learning, as the introduction of the Assistant Principal Literacy Facilitator has provided teachers with effective and strong strategies in the teaching of literacy and numeracy. All teachers maintain their own teacher professional learning and, as a result, provided the school with quality teachers who continue to improve on their own practices.

Future directions
The school continues to draw from the National Partnership program and continues to implement the strategies that were the basis of the program effecting within the school.

Through the continuation of strong and effective strategies that began in 2012, we expect student results in NAPLAN to improve significantly. This is further improved by teaching practices developing through opportunities for teachers to continue their professional development in stage planning and programs such as Focus on Reading.
The school continues to provide opportunities for parents to be involved with their children’s school life, both being involved with the academic and sporting activities, as well as community building activities such as Easter Hat Parades and carnival days.

**Student Welfare and Wellbeing Review**

**Background**

In 2012, school participated in a review of the current Student Welfare and Wellbeing policy. The review was done to focus on the Background Statement to the School Development Policy (2004, NSW Department of Education and Training). The school community also reflected on current practices and viewed that aspects of the current policy can be altered to provide the best possible strategies to enhance student wellbeing.

This review provides:

- support for staff in managing student welfare needs;
- accommodations and adjustments to meet the learning and behaviour needs of students; and
- policies and practices that support student welfare.

**Interviews**

- The Principal met with the team at the commencement of the visit to provide a contextual overview of the school and some background to the review.
- The Principal and four executive staff were interviewed
- All teaching and non-teaching staff, including SLSOs, AEO and School Administration Manager (SAM) met with review team members for interviews.
- Twelve parents were interviewed by the review team.
- Five student focus groups of eight students, from Stage 1 to Stage 3 were interviewed. There were 40 students in total.

**Observations**

- Review team members visited five classrooms to informally observe various lessons.
- Team members observed students at morning assemblies, at the breakfast program, leaving the school at the end of the day and in the playground during breaks.

**Recommendations**

1. That the Principal provide an effective framework for the school to reflect on the Core Values of Education and consolidate the beliefs which underpin teaching and learning and what matters most at APS.

2. That the Principal of APS leads the development and implementation of learning experiences that are relevant, enjoyable and meaningful for all students. Through this leadership the school will develop improved understanding of the types of learning activities which successfully engage students in literacy and numeracy, and monitor to ensure that these are being progressively and consistently introduced into classrooms across the school.

3. That the Principal, in consultation with all stakeholders, develops appropriate Student Welfare and Student Wellbeing Policies compliant with NSW Department of Education and Communities Policies. Clear role statements and responsibility documents are to be fully implemented within the school and effective decision making processes are to be developed to support student learning.

4. That the Principal leads the development of policies and practices to provide opportunities for students to have a greater say in aspects that effect their wellbeing within the school.
Instructional Leader- Literacy and Numeracy
Kindergarten to Year 2

Background
This evaluation took place to evaluate the commencement of the employment of an Instructional Leader at APS, to collect/establish baseline data and to provide recommendations for implementation of this initiative.

Aspects Evaluated
- The current school practices in teaching literacy and numeracy K-2
- The school provision of a quality learning environment for all students K-2
- The support for and the professional development of staff K-2 on current research in literacy and numeracy
- The effectiveness of current data collection methods, assessment practices, student identification and monitoring in determining future school planning and programming for students K-2

Findings and conclusions
The school was supportive of and excited by the appointment of an Instructional Leader. However the school, as a whole, was unclear of the role, responsibilities and accountabilities. The teachers are unclear about the expectations of them with this initiative. The Principal identifies this as an opportunity to closely examine the effectiveness of current teacher professional learning, develop a repertoire of effective literacy and numeracy pedagogies; and, to build the capacity of K-6 teachers through sharing knowledge, explicit instruction and a focused approach to individualised programming. The Principal was emphatic when she said she sees the role as one that dovetails with all the things the school has in place that are working towards developing a ‘learning culture’ for everyone within the school; students, staff and parents.

Through interviews with the Instructional Leader and staff it was an obvious advantage that the Instructional Leader had been appointed in Term 4 to familiarise herself with the school, staff and students before beginning her full role in 2013. Her location in a spare room to be developed as a ‘learning centre’ highlighted the importance the school has placed on her appointment as a ‘learning mentor’ for staff as well as students. As the Principal said, ‘The instructional leader was to be seen as a part of the school, not just as a consultant within the school’.

Teaching programs are extensive and highly detailed. There was an opportunity to refine and reshape programs that are addressing the specific and immediate learning needs of students. This may reduce teachers’ workloads and make programming more focused. The Principal identifies the need to link supervision practices with the National Professional Standards for Teachers and as an opportunity to reshape the supervision practices of the executive team to be more responsive to the individual learning needs of all students. The Principal was also aware that the need to restructure class allocations and other staffing organisation would need to be considered as the role of the Instructional Leader evolved. The Principal and Instructional Leader know that contingency plans need to be considered and developed to cover the inevitability of staff turnover.

Teachers are using L3, Accelerated Literacy, TEN and a number of teachers are familiar with Focus on Reading. This strategy will continue to be supported as the Instructional Leader was a trained mentor for Focus on Reading. There has been some limited exposure to ‘How2Learn’ that was generating enthusiasm. It was apparent that teachers are very receptive to professional learning and readily accept changes in teaching practice. An opportunity exists for an alignment and implementation/consolidation of professional learning with observable change in pedagogy.

The Instructional Leader was enthusiastic about the opportunities that exist and that will unfold to improve substantially the literacy and numeracy achievement levels of the students. Clarification of her role and a disciplined approach to her role statement will assist in achieving these goals. Both the Principal and Instructional Leader believe the match of the Instructional Leader to the school was exceptional with a very positive, collegial and supportive working relationship between the two already evident to the evaluation team.

Classroom practice ranged from a more teacher-centred focus to classrooms that engaged
students with clear expectations, high levels of support and a variety of stimuli. In most classrooms there was a commitment to supporting the students and there was a clear sense of purpose. The instructional leader was fully aware of the complexity of her role in moving staff with such a wide divergence of experience and knowledge in current research on best teaching practices. She understood her role in regard to professional learning and the TARS process would be closely linked.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 96% felt that this is a school where parents/carers are encouraged to be involved in their child’s learning;
- 100% of respondents said that this is a school where backgrounds of all cultural groups are reflected in school practices and activities;
- 94% of responses indicated that this is a school where class activities are interesting and engage students in learning; and one area where parents and caregivers expressed a desire was where ‘all members of the school community are supported to contribute to its success’.

Professional learning

Professional learning activities were offered to all teaching and non-teaching staff throughout 2012 in the form of staff development days, in-school training, external courses and conferences.

Five staff development days were held during 2012 covering the new Australian Curriculum, Team Leadership for School Improvement Program, Autism training, policies and procedures and curriculum development.

Annual mandatory training of staff was also conducted in child protection reporting procedures, code of conduct and resuscitation and emergency care.

In-school professional learning involved the Instructional Leader to provide training in Focus on Reading, spelling, grammar and numeracy. Teachers were trained in tracking students in the Literacy and Numeracy Continuums.

A total of $17,849.89 was spent on teacher professional learning in 2012. Administration and support staff also attended professional learning.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Literacy

- All students achieve improved outcomes in reading.
- Indigenous and non-Indigenous student achievement is comparable.
- An effective teaching and learning cycle is implemented to improve student outcomes.

2013 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students (including Indigenous students) achieving at and above Band 2 (NMS) in NAPLAN reading from 82% in 2012 to 94% in 2013 to 98% in 2014.
- Increase the percentage of Year 3 students (including Indigenous students) achieving Band 5 or higher in NAPLAN reading from 15% in 2012 to 30% in 2013 and 33% in 2014.
- Increase the percentage of Year 5 students (including Indigenous students) achieving at and above Band 4 (NMS) in NAPLAN reading from 65% in 2012 to 85% in 2013 and 90% in 2014.
- Increase the percentage of Year 5 students (including Indigenous students) achieving Band 7 or higher in NAPLAN reading from 19% in 2012 to 25% in 2013 and 30% in 2014.
- Increase the percentage of teachers with Professional Learning Plans developed in
alignment with TARS from 75% in 2012 to 100% in 2013 and maintain at 100% in 2014.

- Increase the percentage of ES1 students achieving Best Start in the unconstrained skill of Reading Texts at or above level 2 from 63% in 2012 to 70% in 2013 and to 80% in 2014 by the end of Term 3.

- Increase the average growth in reading, as assessed on the Literacy Continuum, by the end of 2013 to 3 clusters in K, 2 clusters in Stage 1 and 1 cluster in Stage 3 in the unconstrained skills of comprehension and reading texts by the end of Term 3.

- Increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading from 26% in 2012, to 60% in 2013 and 80% in 2014.

**Strategies to achieve these targets include:**
- The school to ensure the adoption of a common approach to teaching literacy to all students from Early Stage 1 to 3.
- Individual professional learning plans are developed and implemented for all staff with specific attention to the area of literacy and incorporate training in appropriate technology.
- Data is used to inform the teaching and learning cycle in literacy across the whole school.

**School priority 2**

**Outcome for 2012–2014**

**Numeracy**

- All students achieve improved outcomes in numeracy.
- Indigenous and non-Indigenous student achievement is comparable.
- An effective student assessment regime is instigated to inform future student learning programs.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of all Year 3 students (including Indigenous students) achieving Band 2 or higher in NAPLAN Numeracy from 85% in 2012, to 96% in 2013 and 98% in 2014.

- Increase the percentage of all Year 3 students (including Indigenous students) achieving Band 5 or higher in NAPLAN Numeracy from 12% in 2012, to 22% in 2013 and 25% in 2014.

- Increase the percentage of all Year 5 students (including Indigenous students) achieving Band 4 or higher from 65% in 2012, to 87% in 2013 and 90% in 2014.

- Increase the percentage of all Year 5 students (including Indigenous students) achieving Band 7 or higher in NAPLAN numeracy from 19% in 2012, to 22% in 2013 and 25% in 2014.

- Increase the percentage of ES1 students achieving Best Start at or above Level 2 in Early Arithmetic Strategies from 9% in 2012 to 50% in 2013 and to 60% in 2014 by the end of Term 3.

- Increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy from 26% in 2012, to 60% in 2013 and 80% in 2014.

**Strategies to achieve these targets include:**
- The school to ensure the adoption of a common approach to teaching numeracy to all students from Early Stage 1 to Stage 3.
- Individual Professional Learning Plans are developed and implemented for all staff with specific attention to the area of numeracy and incorporate training in appropriate technology.
- Data is used to inform the teaching and learning cycle in numeracy across the whole school.

**School priority 3**

**Outcome for 2012–2014**

**Student Well-being and Community Engagement**

- Improve student attendance and engagement including the reduction of late arrivals.
- Reduce the level of student suspensions.
• Increase community engagement in the school community.

2013 Targets to achieve this outcome include:

• Increase in the percentage of all students on a positive behavior level from 89% in 2012 to 93% in 2013 and 95% in 2014.
• Increase in the percentage of Indigenous students on positive behavior level from 87% in 2012 to 89% in 2013 and 95% in 2014.
• Increase in the percentage all student attendance from 91% in 2012 to 93% in 2013 and 95% in 2014.
• Increase in the percentage all Indigenous students attendance from 88% in 2012 to 90% in 2013 and 92% in 2014.
• Increased community engagement and improved relationships by increased numbers in attendance, participation and involvement in school-based activities and events i.e. Literacy/Numeracy sessions, P & C meetings and parents’ days from 100 in 2012 to more than 150 each year 2013 – 2014.

Strategies to achieve these targets include:

• To reflect on the Core Values of Education and consolidate the beliefs which underpin teaching and learning.
• The development and implementation of learning experiences that are relevant, enjoyable and meaningful for all students. To develop an improved understanding of the types of learning activities which successfully engage students in literacy and numeracy, and monitor to ensure that these are progressively and consistently introduced into classrooms across the school.
• Supporting access to universal and targeted child care and family services and encouraging social, emotional, physical and cognitive development.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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