School context

Ashmont Public School is an environment that promotes optimal learning for every student. Our school is located in Wagga Wagga and our facilities include stimulating learning spaces that incorporate the latest technology to engage and inspire. We have a fully integrated, cutting-edge information and communication technologies in our Learning Centre. Our school provides spacious playgrounds for successful and dynamic programs in sports, dance and sustainable outdoors education.

Our staff is highly trained and participates in regular professional development in order to maintain high standards of teaching which enable your child to reach his or her potential. Our emphasis is to provide strong numeracy and literacy programs that challenge our students and provide them with opportunities to excel. Our mentoring programs provide opportunities for student leaders who role-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. We are the pilot school for the Ripples Effect Program, a computer-assisted program promoting positive, happy and safe learning environments.

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

Principal’s message

Firstly, I would like to acknowledge and congratulate our school community for the achievements of our students in 2013, in particular in student learning and on the sporting field. Our students have demonstrated commitment and dedication and are increasingly taking ownership of their learning and building upon skills and knowledge. It was a great opportunity to showcase this to our parents and visitors at our Learning Journeys that were held in Term 3 as a follow-up to our student Personalised Learning Plans.

Teachers are the key to success for student learning. We are very fortunate to have such a dedicated staff. They are supported by many others including our Aboriginal Education Officer, School Social Worker, Student Learning Support Officers and other teachers who provide tutoring in the area of Reading Recovery and mentoring students based on individual needs. Our volunteers in our school also contribute to the success of preparing students for the 21st century.

Student welfare has continued to be a focus in 2013. In Term 2 this year, we implemented a new welfare system. This system has allowed students to be rewarded more often in the classroom and in the playground. Students have strived to receive Bronze, Silver and Gold Buttons each term. There will be a presentation of Gold Awards to approximately 120 students for those of who have not received a green slip throughout the year. Our student attendance has improved as well as the number of students on positive behaviour levels. Our values of respect, tolerance, self-discipline and honesty are certainly a visible part of our school culture.

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 identifies areas for development.

Tanya Whyte
Principal

P & C message

Our fundraising activities in the 2013 school year included the Easter Raffle, Mother’s Day and Father’s Day stalls, the Master’s BBQ and Election Day BBQ. Contributions to the school allowed the P&C to purchase new school hats for every student and update the honour boards located in the hall.

I would like to thank a small number of people involved in the P&C this year. Without their support we could not achieve our goals. Our numbers are quite low and I would like to encourage parents/carers, grandparents or anyone who lives in our community and has an interest in our school, to come along to our meetings.

Shannon Niki
P&C President
**Student representatives’ message**

On behalf of the school leaders we would like to thank the students and teachers for electing us to lead and represent Ashmont Public School in 2013.

We have enjoyed being able to represent our school. In particular we enjoyed representing our school at events such as ANZAC Day, running assemblies and participating in leadership training.

We have been honoured to be able to care for and support our fellow students and to assist our teachers throughout the year.

We are grateful to have been part of such an amazing school. We know the new school leaders will do a great job and we would like to wish everyone a positive 2014.

School Captains 2013

Kim McKelvie  
Rhyley McClenahan

**Student information**

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

**Student enrolment profile**

On 30 March 2013, the school had an enrolment of 240 students made up of 106 boys and 125 girls. Students of Aboriginal or Torres Strait Islander background numbered 101 which represents 42% of the student population.

There has been a gradual decline of enrolments from 2008 to 2010. The student enrolments remained steady between 2010 to 2011. The drop of enrolments continue throughout 2012 – 2013. The variation of student population has been attributed to various reasons, including a number of families leaving the local area. Throughout 2013, student enrolments remained steady. However a small drop in numbers was evident towards the end of the year.

**Student attendance profile**

Student attendance has remained at a high level since 2012 as demonstrated in the following graph.

**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 records 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.
Workforce 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 has maintained the staffing of 2012 throughout 2013. The staff complement continues to see a blend of more experienced members and recent graduates. Temporary contracts were offered to fill vacancies and we have seen the introduction of a part-time teacher supporting the literacy and numeracy learning of students across the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.532</td>
</tr>
<tr>
<td>Total</td>
<td>20.652</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Our Aboriginal staff form a vital and dynamic part of our school environment. Teaching and non-teaching staff who have an Indigenous background equates to 18%.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>24</td>
</tr>
</tbody>
</table>

Financial summary

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

Expenditure

| Teaching & learning                              | 24378.72 |
| Key learning areas                                |          |
| Excursions                                        | 14195.42 |
| Extracurricular dissections                        | 31652.25 |
| Library                                           | 3666.39  |
| Training & development                            | 414.57   |
| Tied funds                                        | 354120.61|
| Casual relief teachers                            | 60945.75 |
| Administration & office                           | 63516.55 |
| School-operated canteen                           | 0.00     |
| Utilities                                         | 55623.34 |
| Maintenance                                       | 31041.57 |
| Trust accounts                                    | 343380.20|
| Capital programs                                  | 0.00     |
| Total expenditure                                 | 982935.37|
| Balance carried forward                           | 343362.17|

Income

| Balance brought forward                           | 571346.43|
| Global funds                                      | 202264.00|
| Tied funds                                        | 451047.88|
| School & community sources                        | 38863.53 |
| Interest                                          | 13310.37 |
| Trust receipts                                    | 49465.33 |
| Canteen                                           | 0.00     |
| Total income                                      | 1326297.54|

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

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

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

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 to access the school data.

2013 was a remarkable year for Ashmont School. We had great success in our NAPLAN results, outperforming similar socio-economic schools and schools in our local school education group. Our achievements are as follows:

- Best results for our school since NAPLAN began in 2009 for Year 3 Writing and Grammar and Punctuation. For Year 5 Reading, Writing, and Grammar and Punctuation.
- Our school exceeded state growth for Year 5 students in all literacy areas of Reading, Spelling, Grammar and Punctuation. Our school also demonstrated significant shift in numeracy (a focus in 2014).

Staff worked incredibly hard to achieve enormous improvements in student performance, and the school is rapidly gaining a reputation for innovative and successful learning strategies.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

![Graph of Percentage in bands: Year 5 Reading](image)

![Graph of Percentage in bands: Year 5 Spelling](image)

![Graph of Percentage in bands: Year 5 Grammar & Punctuation](image)

![Graph of Percentage in bands: Year 5 Writing](image)

NAPLAN Year 5 - Numeracy

![Graph of Percentage in bands: Year 5 Numeracy](image)
Significant programs and initiatives

Learning Centre

Our library has undergone a transformation and is now called our Learning Centre. This space is utilised by all classes on a weekly timetabled basis. Teachers have the opportunity to team teach and up-skill in how technology is used as a teaching tool to enhance learning experiences. Students have access to an Interactive Whiteboard, Computer stations and iPads. Students also borrow books to encourage daily reading at school and at home.

Technology plays an important role in our children’s future and it is important that we provide educational experiences that are innovative and meet the needs of our students.

Science Day K-6

Our school held a Science Day where each class rotated to participate in engaging and interactive science activities. Each class was also given the opportunity to visit the CSIRO show. This was a very successful day and the students were really engaged. We also had a visitor give a presentation on the properties of light.

Dental Clinic

In Semester 2, Charles Sturt University in co-operation with Wagga Wagga City Council organised for students from Ashmont Public School to visit the Dental Clinic at the university.

Altogether 81 students have visited the clinic. Students visited the clinic for an initial assessment and some students had on-going treatments.

For many students this was their first visit to a dental clinic. The dental therapists created a very positive memory for students, and placed a strong emphasis on dental health education. They also visited the school to extend their message about dental health.

This program was regarded as such a success and such a necessity for the students that this arrangement will continue in Semester 1, 2014.

Mortimer Shield and Austag

Students in Stage 3 represented the school for the Mortimer Shield and Austag once again this year. The weather was great and the students played exceptionally hard. While we did not win all the games, the students showed incredible sportsmanship and represented the school well.

Clean up Australia Day

In Term 1 our school participated in Clean-up Australia Day. Primary classes ventured out into the neighbourhood and picked-up every piece of rubbish that they could find and the Infant classes cleaned up around the school grounds. It was a very warm day, but still everyone did their bit to tidy up around our community.
**NAIDOC Week**

Our school celebrated NAIDOC Week from 24-28 June. During this week parents and community members volunteered to visit classrooms and support cultural activities to raise awareness of this significant week. Students enjoyed a special assembly, cultural activities, a BBQ lunch and traditional games in peer groups.

**Bus Safety**

Kindergarten students had a visit to their classrooms by community representatives including the Police, Busabout and NRMA to discuss ‘Stranger Danger’ and safe bus travel. The Kindergarten children also had a bus trip around the Ashmont community to conclude the activity.

**Musica Viva**

As part of our school’s music program, all students attended a wonderful ‘Musica Viva’ performance from visiting performers. As the performance addressed aspects of our music curriculum, students engaged in structured music lessons throughout the term in preparation for the performance.

**Reading Recovery**

It has been a successful year for Reading Recovery at Ashmont Public School. Our school had been allocated 4 student positions for 2013 and another one was added a few weeks into the teaching program. Twelve students have passed through Reading Recovery this year. Five girls and seven boys entered the program.

Stage 1 participated in a “Reading Blitz” three mornings a week where trained teachers spend fifteen minutes with a small group practising reading and consolidating what is being taught in both the classroom and in the Reading Recovery program.

The initiation of the Language, Learning and Literacy (L3) program in Kinder has resulted in a higher instructional level at the end of 2013 for most children. All these programs as well as supplementary programs have already markedly improved our results.

**Stage 3 Peer Support Camp (Laurel Hill)**

Years 5 and 6 had a two day excursion to Laurel Hill for Peer Support training. The students thoroughly enjoyed their time and it was surprising to see so many who had not attended an overnight excursion out of town before.

Activities presented by the National Parks were a huge success and the students participated well in all the activities. Indoor lessons were well received and it prepared the students as leaders or co-leaders for peer support groups. Year 5 students expressed a keen interest in training in 2014.
Sustainability Group

Wagga Wagga City Council through its Schools’ Sustainability Challenge provided funds for a project in 2013. The Sustainability Gardeners’ project was to beautify a barren unused area that is an entrance area for our Kinderstart Program.

Students landscaped this garden area by learning how to pave, select appropriate plants and maintain a garden.

The Sustainability Gardeners also, with the help of other students, maintained the school vegetable garden. They grew a variety of vegetables in all seasons and enjoyed growing some flowers as well.

Netball Champs

Our Stage 2 team played in a netball gala day with other local Wagga Wagga schools. The students won 5 out of their 7 games. The girls’ skills certainly grew and the day was enjoyed by all.

Spelling Bee

Our school was again involved in the NSW Premier’s Spelling Bee. The competition is a statewide competition that aims to support and encourage literacy by providing a fun way to engage in spelling. Students in Years 3-6 participated. The students revised words from the official Macquarie Dictionary list. Winners of our school competition later represented our school in the regional finals.

Stage 2 Borambola Excursion

Our Year 3 and 4 students had a fantastic day visiting the Sports and Recreation Camp at Borambula. The highlight of the trip was the array of sports the students were engaged in, including fencing and archery. It certainly was a great opportunity for our students.

Careers in the Spotlight

Careers in the Spotlight is an event that involved Year 6 students and parents from our school visiting Mount Austin High School our feeder high school. The event focused on students experiencing different career options, hands on activities from professionals in our community and building upon positive social interactions to support transition of students into a high school setting.

School Swimming Scheme

Once again our school supported the successful implementation of the School Swimming Scheme Program. All students increased in water confidence and have developed skills in the water. This was certainly a program that provided students with the opportunity to gain a skill for life.
**Book Fair, Parade and Education Week**

What a week of celebrations and what a showcase of our school’s many talents! The events of the week that were not to be missed, were our School Dance group performing at the Marketplace and the enthusiasm of the chess competitors.

The Book Character Parade was also a highlight with many community members there to share in the fun. Many enjoyed a bacon and egg roll after browsing through our Annual Book Fair. Almost $2000 of book sales ensured a very healthy commission for our school.

Parents were also welcome to visit classrooms and discover their children’s fantastic learning. Thank you to all who supported our week of celebration!

**Aboriginal education**

Our school currently has a high proportion of Aboriginal students. Personalised learning plans 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 called Kindersart aims in successfully preparing Aboriginal preschool children support in their transition to primary school.

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

External agencies have been engaged to support student well-being including general health care checks and dentistry. Cultural awareness programs with high community engagement were evident in our celebrations for NAIDOC week.

**Norta Norta**

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.

The **Norta Norta** Program aligns with the NSW Aboriginal Education and Training Policy, the NSW Aboriginal Education and Training Strategy 2009-2012, the Public Schools NSW Strategic Directions 2012-2014 and the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP). The Plan is a key national initiative designed to contribute to meeting the six key Council of Australian Governments (COAG) "Closing the Gap" targets.

**Aboriginal Student Health Care Checks**

During PLPs in Term 2, information was gathered regarding students needing health care checks. Riverina Medical and Dental Corporation visited our school to complete the checks and provide advice to parents regarding their health needs.
**Proud & Deadly Awards**

Our school has nominated Indigenous students to receive awards in the Proud & Deadly Awards ceremony which was held at Mt Austin High School on the 14 November. Areas for nominations include: Academic, Citizenship, Performing/Creative Arts, Sport, Student Leadership, Cultural, Encouragement, NAPLAN and Attendance. All nominations have been supported by our Aboriginal Education Committee.

**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.

Harmony Day was celebrated on the 21 March. This was a great day to talk to the children about harmony and why there is a special day for us to recognise and celebrate this cause. The children focused on the language that can be used to describe feelings and actions that are relevant to creating harmony.

**Transitional Equity Funding**

Our school received Transitional Equity funds to support our students and the school has utilised $26699.01 in the 2013 school year. The funds were predominantly used to provide additional learning support from Student Learning Support Officers, additional administration staff and additional teachers targeting specific needs of students in the areas of literacy and numeracy.

**National partnerships and significant Commonwealth initiatives**

**Low SES School Communities National Partnership**

2013 marks the second year of the National Partnership program for Ashmont Public School. The funds from this program have been utilised to relieve an Assistant Principal from classroom duties 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).

As part of the 2013 targets, the school has focused on staff professional learning in collegial groups to plan, implement, evaluate and assess student learning. This has significantly improved the culture of literacy learning and a marked improvement in performance has been noted. Consistent spelling programs, handwriting and reading programs are now evident in every classroom in the school.

The program also allowed teachers to participate in professional learning in the Focus on Reading program, and strategies developed from this program are 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 both traditional and digital texts.

**Early Action for Success**

Our involvement in ‘Early Action for Success’ (EAS) has certainly enabled Ashmont Public School to lift our literacy and numeracy outcomes in 2013. The program led to improvement in our students’ performance by targeting ‘at risk’ students. Interventionists provide three tiers of support: working one-on-one, in small groups and whole class groups to support the class teachers to bridge the gap between current performance and the continuum expectations.

Teachers are now plotting students on the Literacy and Numeracy continuums using PLAN. Professional learning sessions with the Instructional Leader ensure consistent teacher judgement and provide opportunities, through discussion and modelling, to guarantee effective practice based on current research.
Some clear indications of our success are:

Reading- The percentage of students in Kindergarten who were below expectations was 58%, in Year 1 it had dropped to 50% and in Year 2 there were less than 20% below expectation. This was a well above average result especially when compared to all EAS schools across the state.

Writing- In writing however the results were disappointing. In Kindergarten almost 80% were below, in Year 1 75% were below and in Year 2 80% were below. We did however have significant success in improving our below expectation students in writing by the end of 2013. Writing will therefore be a strong focus in 2014.

Numeracy- In Kindergarten we had less than 10% below standard at the end of 2013. However this had grown in Year 1 and Year 2 to nearly 40%. Numeracy will therefore be our main focus in 2014.

The National School Student Welfare Program

The Student Welfare Worker (SWW) position has been integral to the success in engaging both students and community members in our educational setting.

The SWW has worked directly with identified students individually and in small group settings to implement support strategies and programs that enhance student participation, engagement, well-being and attendance. Programs include:

- A breakfast program that is funded by external sources and volunteers.
- Mentoring students at risk of disengagement by building self-confidence, friendship building skills, conflict resolution strategies, learning support and accessing external agencies such as Youth at Risk and Ignite (supporting Aboriginal students).
- Implementing targeted programs to support Aboriginal girls (Sista Speak) and boys in Years 5&6 (Rage Against the Bull).
- Providing structured activities through break times for students experiencing difficulty in their lives.
- Developing social skills lessons to support teachers in our whole school welfare system Positive Behaviour for Learning.
- Seeking parent support for students to access external agencies such as speech pathologists, paediatricians, doctors, counselling, and other health professionals.
- Supporting students transitioning to high school and specialist schools.

Parents, carers and community members and organisations have also benefited from the SWW position. This is evidenced by:

- Parents/carers who have requested support have been linked into external agencies.
- Parent support groups focused on identified needs of our parents.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of in-school student assessment;
- analysis of National Assessment results for individual Year 3 and Year 5 students as well as the cohort;
- monitoring student achievement against targets set in the school plan.

School planning 2012—2014: progress in 2013

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, for Year 5 is 48.1% (target 60%).

Evidence of progress towards outcomes in 2013 include:

- 92% of Year 3 students achieved Band 2 NAPLAN Reading or above (target of 94%).
- 20% of Year 3 students achieved Band 5 NAPLAN Reading or above (target of 30%).
- 93.4% of Year 5 students achieved Band 4 NAPLAN Reading or above (target 75%).
- 5.6% Year 5 students achieved Band 7 NAPLAN Reading or above (target 25%).

The majority of teachers (approximately 90%) completed a professional learning program (target 100%).
- The Best Start Assessment of the 36 (86%) Kindergarten students enrolled showed 31 of these students had achieved the unconstrained skill of Reading Texts at or above Level 2 (target 70%).
- Progress made in unconstrained skills of comprehension and reading texts 1.8 clusters in Kindergarten (target 3 clusters), 6 clusters in Stage 1 (target 2 clusters), 1 cluster in Stage 2 (target 2 clusters), 0.6 clusters in Stage 3 (target 1 cluster).
- Increased percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading, for Year 5 is 48.1% (target 60%).

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.

Evidence of progress towards outcomes in 2013 include:

• 88% of Year 3 students achieved Band 2 NAPLAN numeracy or above (target of 96%).

• 12% of Year 3 students achieved Band 5 NAPLAN numeracy or above (target of 22%).

• 75% of Year 5 students achieved Band 4 NAPLAN numeracy or above (target of 75%)

• 3% Year 5 students achieved Band 7 NAPLAN numeracy or above (target of 22%).

• The Best Start class analysis has shown that the percentage of students’ achievement in Early Arithmetic Strategies at Level 2 or above is 17% (target of 50%).

• Increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy 44.8% for Year 5 is 48.1% (target 60%).

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 the percentage of all students on a positive behavior level from 89% in 2012 to 93% in 2013 and 95% in 2014.

• Increase the percentage of Indigenous students on positive behavior level from 87% in 2012 to 89% in 2013 and 95% in 2014.

• Increase the percentage all student attendance from 91% in 2012 to 93% in 2013 and 95% in 2014.

• Increase in the percentage of all Indigenous students attendance from 88% in 2012 to 90% in 2013 and 92% in 2014.

• Increase community engagement and improved relationships by increasing 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.

Evidence of progress towards outcomes in 2013 include:

• 93% of all our students are now on positive behaviour level (target 93%).

• 92.5 of our Indigenous students are now on positive behaviour level (target 89%).

• 90.9% attendance rate for all students (target 93%).

• 93.1% attendance rate for Indigenous students (target 90%).
Surveys indicated that 269 parents attended school events (target of 250).

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 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 these to ensure they 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.

Professional learning

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 modified Teacher Assessment Review Schedule. This training was led by our Instructional Leader, with a focus on literacy and numeracy. Familiarisation with the new curricula was also embedded for implementation in 2014.

Representatives attended regular network meetings across the Wagga Wagga schools. Curriculum leaders also attended off-site professional learning and capacity building workshops with colleagues.

Teachers undertook professional learning in key areas identified in the School Strategic Plan 2012-2014, mandatory training (e.g. Child Protection, Anaphylaxis and Emergency Care) and individual professional development.

Other professional learning opportunities that were provide in 2013 included:
- L3
- Best Start
- Live Life Well
- Active After School Sports
- How2Learn

$15,684.41 was expended on professional learning in 2013. Additional funds were utilised to provide professional learning opportunities in stage teams on a regular basis. Low SES National Partnership funds were used to support this.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Three areas of focus were chosen to receive feedback about: community engagement; Human Society and its Environment; and School Leadership.

We used the software ‘SurveyMonkey’ to collect this feedback and all students, parents and teachers were given the opportunity to contribute to these surveys. Through the surveys we are able to receive the following feedback. Digital survey links were distributed to students and teachers through their school emails and to parents and community members through our school bulletin and website.

Participation was positive and had a significant number of participants in all surveys.

Program evaluations

Community Engagement

Background

One of the surveys we conducted in 2013 is the Community Engagement survey. The survey’s participants primarily involved teachers and parents and community members, however some students did participate.

Findings and conclusions

The findings provided information that our school has a positive approach to community engagement. We encourage our parents and community members to participate in both curricular and extra-curricular activities. Parents and community members enjoy the opportunities offered and find there is a good number of events and activities that parents and community members have access to.

Participants also believe that teachers and school leaders are active partners in the education of our students and that school leaders assist the
school in providing the link between the school and its local community.

The participants also feel that more involvement should be accessed by our local community, including the AECG, when developing key activities for our school plan.

**Future directions**

From these findings, we have established an Aboriginal Education Committee which has a focus on providing feedback and ideas for activities with a focus on Aboriginal students and Aboriginal perspectives.

We are also going to review our school plan in 2014. During this time, further consultation will be made with our community and all stakeholders will be able to contribute the future directions of our school.

We continually encourage parents to join the P & C to further their involvement with school directions.

**Human Society and its Environment (HSIE) & History**

**Background**

Another of the surveys we conducted in 2013 was the HSIE/History survey. The survey’s participants involved only teachers, as this survey was primarily targeted towards curriculum issues.

Due to the makeup of our staff, a variety of teachers, both newly qualified teachers and experienced teachers, participated in the survey.

**Findings and conclusions**

Teacher confidence in delivering the HSIE curriculum is generally positive. They are confident in providing students opportunities to access the curriculum and teachers have a good understanding of the curriculum. Teachers are also confident in delivering quality assessments of HSIE outcomes based on concepts and skills.

In the transition to the new History curriculum, teachers are establishing their confidence. They expressed a good understanding of the new curriculum and the underpinning 21st century pedagogy behind the curriculum.

The survey did reveal that teachers believe that the school needs to use more data to drive the delivery of HSIE in 2014.

**Future directions**

We will continue to support teachers in the delivery of the HSIE curriculum. We will also continue to focus in the transition to the new History curriculum and will continue to provide quality professional learning for our teachers to build their capacity for delivering the History curriculum in 2015.

**School Leadership**

**Background**

Our School Leadership survey sought participants from students, teachers and parents and community members.

This survey had two focuses. The first was to receive feedback regarding the school leadership team and how teachers access leadership support in different activities. The second was to receive feedback about the current student leadership structure and how students are appointed to leadership positions.

**Findings and conclusions**

In terms of school leaders, feedback was generally positive. The participants found that school leaders have a strong focus on student learning and have the aptitude to inspire teachers to focus on student outcomes. Participants also expressed their belief that teachers and students are encouraged to take on leadership roles.

Generally teachers find that, in their leadership roles, they are given the opportunity to form and mold the role in regard to their individual needs and those of the school. Throughout the process, teachers feel supported and feel that they have adequate opportunities to access leadership opportunities.

While, from the point of view of the participants, students also have opportunities to access leadership roles and are supported throughout the process, there are a significant number of participants who disagree with this. They feel that greater opportunities could be provided for students to formulate their own leadership roles and that encouragement should be given for this to be made possible.

**Future directions**

In 2014, we will maintain the strength we have developed in school and student leadership.
Opportunities that were available in 2013 will once again be made available in 2014. Strategies are already formulated and have been applied to provide stronger support for teachers and students who wish to access leadership roles.

We will aim for an expanded Student Representative Council, allowing a greater number of students to make key decisions within the school.

**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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: