**Principal’s Message**

Our school community has celebrated the achievements of our students this year through a Sports Assembly, Welfare Assembly and end of year Presentation Night. 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, 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.

The core business of our school is student learning, teachers have attended vigorous weekly training, under the direction of Susan Najor, our Instructional Leader, to track individual student progress and inform future teaching. Professional learning opportunities support teachers in enhancing their skills and techniques to ensure student growth.

This is all very rewarding and exciting but it is not only through NAPLAN that our focus on learning has been demonstrated. I expect all parents will realise just how much effort has been expended by both staff and students working towards the achievement of excellence in everything we do in our classrooms. We also acknowledge the important contribution our parents make in encouraging our students’ learning.

Student well-being has continued to be a focus in 2014. In Term 3 this year, we implemented a new system called Sentral to monitor student attendance, track behaviour, both positive and negative, develop our new template for reporting student learning and much more.

Our welfare 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 who have not received a green slip throughout the year. As well as the number of students on positive behaviour levels, our attendance has also improved. Our values of respect, tolerance, self-discipline and honesty are certainly a visible part of our school culture.

In 2014, a Resource Allocation Model has been given to the school based on low socio-economic status and the number of Aboriginal students enrolled at our school.

This funding will enhance educational opportunities across our school in a number of ways including:

- continuation of our Kinderstart program
- community engagement and cultural awareness initiatives and continued focus on empowering our Aboriginal students
- additional teachers in K-2 classrooms
- additional teachers to mentor individual students in years 3-6, including Norta Norta tutoring
- opportunities to continue teacher professional learning, in particular Focus on Reading Phase 2 and Ten training to enhance numeracy skills
- employing Students Learning Support Officers
- continual upgrading of our facilities and resources

In conclusion, I believe our school is leading the way in the programs we have implemented to support student learning. We value community support and relationships. Together we will continue to improve educational outcomes for our students.

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

Our staff is highly trained and participates in regular professional development in order to maintain high standards which enable each child to reach his or her potential. We have strong numeracy and literacy programs that challenge our students and provide them with opportunities to succeed and excel. Our mentoring programs provide opportunities for student leaders to provide role models or 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.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
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<td>143</td>
<td>148</td>
<td>120</td>
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<tr>
<td>Female</td>
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<td>138</td>
<td>123</td>
<td>125</td>
<td>119</td>
<td>125</td>
<td>110</td>
</tr>
</tbody>
</table>

Student attendance profile
On 19 February 2014, the school had an enrolment of 242 students made up of 122 boys and 120 girls. Students of Aboriginal or Torres Strait Islander background numbered 116 which represent 48% of the student population.

There has been a gradual decline of enrolments from 2008 to 2010. The student enrolments remained steady during 2010 to 2011. The slight decline of enrolments continued throughout 2012 – 2014. The variation of student population has been attributed to various reasons, including a number of families leaving the local area. Throughout 2014, student enrolments remained steady. However a small drop in numbers was evident towards the end of the year.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
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<th>2012</th>
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<td>88.0</td>
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</tr>
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<td>90.4</td>
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<td>90.7</td>
<td>92.9</td>
<td>92.4</td>
<td>90.5</td>
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<tr>
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</table>

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>94.8</td>
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<tr>
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<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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 2013 throughout 2014. 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</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</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>
</tbody>
</table>
The Australian Education Regulation, 2014 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%.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Beginning Teachers

Through the Great Teaching, Inspired Learning Initiative additional support has been provided to temporary teachers that are new scheme teachers. Each teacher has been provided with a mentor teacher that supports the development of a professional learning plan. The new scheme teacher engages in additional professional learning opportunities and has additional planning time to plan with colleagues. Teachers also develop the teaching and learning cycle with colleagues in stage groups to ensure consistency and high expectations across stage teams.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>218147.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>691692.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45186.07</td>
</tr>
<tr>
<td>Interest</td>
<td>10757.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8469.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1317615.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$5760.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>16214.51</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31249.95</td>
</tr>
<tr>
<td>Library</td>
<td>3487.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>65993.49</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>1072417.18</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>245198.05</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest)

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 and enter the school name in the Find a school and select GO to access the school data.

2014 was a commendable 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 school exceeded state growth for Year 5 students in all literacy and numeracy aspects.

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 to Year 5 Average Progress - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Minimum Standards - Year 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.7</td>
</tr>
<tr>
<td>Writing</td>
<td>85.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85.7</td>
</tr>
</tbody>
</table>
NAPLAN Minimum Standards - Year 5

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives – Policy and equity funding

ABORIGINAL EDUCATION

Our school currently has a high proportion of Aboriginal students and has received $47222.42 in 2014. 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 to successfully prepare Aboriginal preschool children for 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.

Close the Gap

Close the Gap is an Indigenous led campaign which aims to achieve health and educational equality between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians within one generation.

This year Ashmont Public School in partnership with Riverina Medical & Dental Aboriginal Corporation, Department of Education & Communities and Community Health held a very successful ‘Close the Gap’ event on 20th March 2014.

We had performances from our students, Mount Austin High School and Aunty Jean’s group. We also had presenters from our partners in this venture give a talk about their special field. This was followed by a morning tea and a browse amongst many stalls that were provided by various agencies around Wagga Wagga.

We had great media coverage and will make this an annual event for our school.

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 20 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 and anti-racism education

Ashmont Public School continues to develop quality multicultural learning programs throughout its teaching and learning in the curriculum. These programs target broadening cultural awareness and increasing racial tolerance. Initiatives enhance engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives include Harmony Day, NAIDOC week and Multicultural day and experiences.

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

Socio-economic background

Through the Resources Allocation Model (RAM) our school received $177,701.27 in 2014 for students whose enrolment is from low socio-economic backgrounds. These funds were directly linked to our School Plan in the areas of Literacy, Numeracy, Student Well-being and Community Engagement.

A focus has been directed to raising the expectations for students, teachers, executives, families and our community. All teachers and staff participate in professional learning that sets clear accountabilities for teaching and learning programs and the focus always remains on student growth in their learning. This has resulted in higher levels of student participation and engagement in learning. Students are becoming more noticeably self-motivated.

Through the development of a positive inclusive school culture, achievement in academic areas has flourished across the school with more students achieving at or above expected outcomes in English and numeracy. The employment of additional teachers to individualised learning and implement accelerated learning practices has supported growth of both lower achieving students and higher achieving students.

Reading Recovery

Reading Recovery continued to be a focus in 2014 with the school continuing to invest in this vital intervention.

Ashmont Public School was allocated 4 student positions for 2014. Eight students have passed through Reading Recovery this year. Five girls and three boys participated in this intervention.

One student was carried over from the previous year and was supported by Mrs Gunns. Four new students entered the intervention program and were supported by Mrs Jaques. They entered Reading Recovery on instructional levels 1,2 and 3. All of the new students were referred off and are now participating in other programs eg. the ‘Reading Blitz’ Program. One student was referred off (RA) due to missed lessons, then subsequently left our school. The other three students were referred (RP) due to processing & behaviour. Our second intake consisted of three girls and one boy. These students entered Reading Recovery on instructional levels 5,7 and 8. This group progressed well in second semester with all four discontinuing. Their anticipated levels are 16, 18, 20 & 21.

A ‘Reading Blitz’ (Guided Reading groups) occurs four mornings a week with trained teachers spending twenty minutes with a small group practising reading and consolidating what is being taught in both the classroom and in Reading Recovery. This activity reinforces skills of those children with insufficient support at home to practise their reading. The ‘Reading Blitz’ is important in further supporting the referred students as well as discontinued students.

There were at least five students who could have benefitted from inclusion in Reading Recovery intervention, but because of the needs of the second intake group, these additional children were unable to participate in the program.

The continuation of the L3 program in ES1 has resulted in higher instructional levels at the end of 2014 for most children. This program as well as supplementary programs are already markedly
improved children’s reading and writing and I am confident their results will continue to improve.

Reading Recovery intervention needs to continue to consolidate the gains made in these fundamental skill areas. The early intervention that Ashmont Public School invests in for these children’s learning will help foster strong reading and writing habits, which are essential frameworks for their future education and life skills.

Other significant initiatives

Early Action for Success strategy

Under the guidance of the Instructional Leader, The Early Action for Success strategy supported teachers in targeting their teaching to maximize success in literacy and numeracy in the early years of schooling. Through assessment, teachers mapped students’ progress against The Literacy and Numeracy Continuums every five weeks and this identified vulnerable students and those who were at risk of dropping further behind state targets.

Support in addition to our Instructional Leader was received of a staffing allocation of 0.8FET and $35524 in funds. Intervention was developed in a tiered approach providing additional whole class, group and individual assistance supported strongly by interventionists.

The success of the school has been considerable and is evident in our outcomes for 2014.

Dental Clinic

The “Pathways to Good Dental Health” project is held at the CSU Dental Clinic. It is funded by Transport for NSW and supported by Wagga Wagga City Council and CSU. Over 70 Ashmont Public School students have enthusiastically visited the clinic this year.

The aim of the project is to create good dental health. There is a strong emphasis on dental health education through promoting a healthy diet, effective teeth and gum hygiene and encouraging the drinking of tap water. The project completes dental care work but also provides preventative treatments to maintain dental health. Importantly, it also encourages the habit of annual dental checks.

As these are often our students’ first visits to a dentist it is significant that these dental clinic visits have helped create positive and happy attitudes to the dentist through the success of treatments and the supportive bond that develops between patients and the dental therapist.

The Dental Clinic visits will be offered to our students again 2015. In these visits previous patients will be reassessed and new patients will be seen.

Active After School Communities

We established an Active After School Community here at Ashmont in 2014. In partnership with Australian Sports Commission, we were able to provide students with after school activities on Tuesdays and Thursdays that included a variety of sports, including golf, karate, cricket, and tennis. This community assisted in providing active sports for our students, as well as providing a nutritious afternoon tea. While this program is ending at the end of 2014, we hope to participate in School Sports, the replacement program, in 2015.
Laurel Hill
Once again, our Stage 3 students attended Laurel Hill in an overnight excursion to bond as a team and to build leadership capacity. The students participated in a variety of activities, including indigenous cultural activities, bushcraft and survival skills. Students were able to demonstrate their abilities as leaders and were able to work together through a variety of problems.

ANZAC Ceremony
Once again, we were well represented by our school captains and leaders at the ANZAC Day parade. Our leaders marched with a number of other Wagga Wagga schools, as well as other community and defence groups. Our school captains laid the wreath at the memorial cenotaph, expressing our school’s respect to those who gave their lives for us.

GRIP Leadership
Our school leaders were able to participate in a GRIP Leadership conference this year. This conference provided our leaders with essential leadership skills, and gave them tools to be effective school leaders.

Riverina Environmental Education Centre
A selection of Years 5 and 6 students were able to participate in a number of workshops that included gifted and talented activities in science. These students participated in a variety of activities that enriched their learning in research, experimentation and observation. We hope our 2015 Years 5 and 6 students will be able to participate in this program again.

Stage 3 Excursions
Apart from Laurel Hill at the beginning of the year, Stage 3 participated in two other major excursions: Canberra and Sydney.

The one day excursion to Canberra included visits to the Australian Institute of Sports and Questacon. Our students were able to visit the training areas of our national and international athletes and were able to see how these athletes train and the rigorous timetable and technologies which keep them at peak performance. At Questacon, the students were enthusiastic in experiencing a number of phenomena in our physical world and to have hands on experiences with these.

Our Sydney excursion in Term 4 complemented our HSIE unit of work, “Our Asian Neighbours”, and our students were able to visit some Sydney icons. Our stay in the Northern Beaches of Sydney allowed students to visit the coastal areas of Sydney, and for some this was their first experience of the ocean. Furthermore, students also visited the Sydney Olympic Aquatic Centre, as well as Taronga Zoo, Imax, Chinatown, Paddy’s Market and the Opera House. While due to time restraints, we were not able to walk across the Sydney Harbour Bridge, we made sure we drove over the bridge on the way back. Our students represented our school extremely well and we look forward to our next big excursion in 2015 to Ballarat.

Sporting Initiatives
PSSA Cricket
The Ashmont PS XI challenged the Coolamon CS side early this year in a state wide competition. We fielded a young side, with most of the team made up of players from Years 4 and 5. Even though our side lacked playing experience, and were competing against older boys, we came very close to winning the game.

John Orr starred with both bat and ball. Jamahl Pitts caught the eye with a very determined effort with the bat, and was so impressive that he was clapped from the field by the opposition at the end of his innings.

The positive and supportive spirit in which the game was played was commented on by parents of the Coolamon players. Given that our side was so young, the future looks bright for Ashmont PS cricket.
Sports Carnivals 2014
We were off to another early start with our three major sports carnivals – swimming, athletics and cross country. We saw a variety of skills, as well as a high level of sportsmanship and persistence. While we were not able to see any representatives to district level in swimming, we did have a significant number participating in district athletics and cross country. Congratulations to Alyssa Charlton and Yestin Hall, who made it to regional level in athletics, and a special congratulations to Yestin who represented Riverina Association at NSW PSSA Athletics.

PSSA Australian Football
The Ashmont Dragons participated in Tony Lockett Shield and Stage 2 gala days this year, and were represented by boys’ and girls’ teams. Pleasingly, the day saw most players participating in AFL games for the first time.

Our focus for the day was on making sure that we played in the right spirit, and represented the school in the best possible way. All students played in a way that helped build a positive reputation for the school, as we displayed our values of respect, tolerance, self-discipline and honesty at all times.

For the boys, Dylan Warner, Jamahl Pitts, Ethan Egan and Robert Putland stood out as potential stars of the future. Dylan made a brilliant tackle that will stay in my memory for a long time.

For the girls, Zahra Crampton, Lilli-Rose Waters, and Lacey Cochrane-Hamilton stood out for their excellent play. Zahra was particularly noteworthy for her determined play.

K-6 Gymnastics
This year all students, from Kindergarten to Year Six, have had the opportunity to be involved in the very successful Airborne Gymnastics Program at Bolton Park. The children have participated in eight lessons, with specific activities planned to develop skills and fitness while having fun. Qualified instructors demonstrate and guide the students to learn correct movements and the use of the exciting variety of equipment.

It is always an ‘action-packed’ session and it is very rewarding for the children to practise and master new skills. Jumping on the trampolines and into the foam pit is always popular and the Stage Three students enjoyed the added challenge of ‘rock climbing’. We look forward to seeing the students build on their achievements next year.

Creative and Performing Arts Initiatives
Riverina Dance Troupe
Yen-nang-allea (Let Us Both Walk)
Twenty five students were selected to form the Ashmont Public School dance troupe to rehearse and audition for the Riverina Dance Festival. The children worked extremely hard and dedicated their time to develop gross and fine motor dance technique. The children were successful in auditioning and were asked to perform as the opening act at the festival, following ‘Welcome to Country’. The dance troupe performed their original piece Yen-nang-allea (Let Us Both Walk). Yen-nang-allea uses a balance of contemporary and indigenous dance to tell one of the only two traditional Wiradjuri peoples’ dreaming stories. It is a beautiful story of two young people, Gobbagumbalin and Pomingalana, from neighbouring tribes who are forbidden to see one another. The story tells of the frogs that, even today, still call their names along the banks of the Murrumbidgee.
Dance Eisteddfod and Education Week Performances
The Ashmont Dance Troupe attended the Wagga Wagga Eisteddfod on Friday, 12th September 2014. The students competed against eleven other schools and were fortunate not only to receive a highly commended, but also the adjudicator’s choice award. The children performed their dance ‘Yen-Nang- Allea’ to a full crowd. They experienced what it was like to compete and felt the thrill of being on stage.

The troupe was also fortunate enough to be invited to open the celebrations during the Education Week Opening Ceremony at the Wagga Wagga Marketplace. They performed in front of Principals, Directors, the Mayor of Wagga Wagga, parents and community members.

K-2 Percussion Group
This year a group of students from Kindergarten, Year One and Year Two represented Ashmont Public School, in the Opening Ceremony for Education Week, at the Wagga Wagga Marketplace. The 15 girls involved showed the enthusiasm and commitment to practise every day during their lunch break. They enjoyed dressing up and entertaining the audience with their lively performance of the ‘Cool Kitten Rap’.

K-2 Choir
At our end of year School Presentation Night 30 eager students from Kindergarten, Year One and Year Two performed two Christmas songs, ‘Me and Santa’s Elves’ and ‘A Christmas Lullaby’. The K-2 Choir is always a popular item in the program.

Following each of our musical performances during the year, the students involved also visited the ‘Home of Compassion’ to entertain the residents and staff. This community activity has become a valuable and successful inclusion in our school’s yearly calendar of events.

Musica Viva
During Term Three, Ashmont Public School participated in a Musica Viva performance by ‘Tigramuna’ titled “Sailing the Sounds of South America”. The students joined together to enjoy the performance after using music lessons in class to learn about the instruments and songs the group would perform with. They learnt dances for some of the songs and took advantage of the Interactive Whiteboard Lessons that corresponded with Tigramuna’s performance.

Music Count Us In
On Thursday 30th October 2014 we joined students from around Australia in singing ‘Paint You a Song’. A song co-written by Australian students to promote and enrich music education in classrooms. Music: Count Us In (MCUI) is Australia’s biggest school initiative, with more than 500,000 participating students from over 2,100 schools nationwide. The children watched a live broadcast from Parliament House and were able to watch schools from across Australia sing with them whilst they sang. It was an enjoyable and memorable time for all of the students involved at Ashmont Public School.
Junior Choir
The Junior Choir is a group of Year 3 and 4 children who have a love for music and singing. They have enjoyed learning contemporary pop songs as well as traditional songs. The children learnt to harmonise and take different parts within songs. The choir met during allocated music sessions as well as lunchtimes to rehearse and develop their vocal skills and knowledge in music. They performed ‘Roar’, by Katy Perry at the Wagga Wagga Marketplace as part of the Education Week celebrations during Term Three.

Carnival of the Animals
In May a select group of children were privileged enough to attend ‘Carnival of the Animals’ at the Art Gallery. The students were able to experience a series of stories told with words and accompanied by an orchestra. Each character was represented by an instrument and particular chords. The students really enjoyed seeing and hearing stories told in a different way.

Easter Hat Parade
Our Easter Hat Parade was a huge success. So many wonderful hats were displayed, with great thanks to all those who helped the students participate. The P&C raised well needed funds for our school with the Easter Raffle, which is always a popular fund raiser. It was lovely to see so many people attending to see our school enjoying the community spirit.

Science Day
Ashmont students love science. Over the last few years we have had the CSIRO travelling science show to give the students the benefit of a great science organisation and their resources. This year’s theme was ‘Friction and Motion’. The students were engaged in science experiments that had them amazed, thinking inquisitively and forming conclusions. The students even got to sit on a chair of nails. Well done to those brave students who risked the chair.

Wulamanayuwi and the Seven Pamanui
In June of this year 40 students attended a pantomime performance of ‘Wulamanayuwi and the Seven Pamanui’ at the Civic Centre. It was a fast paced and visual layered story covering many issues, cultural, social and mythical. The students got to cheer, encourage and boo the characters on stage which were a mix of people, holograms and puppets. A great experience was had by all.

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 self-evaluations and
- Strengths, Weaknesses, opportunities and Threats (SWOT) analysis with P&C and staff input
Program evaluations

Collegial Snapshot of Aboriginal and Torres Strait Islander Education

Background
Dare to Lead was invited to complete an external, independent review of Aboriginal and Torres Strait Islander Education in the school. The Snapshot of Aboriginal and Torres Strait Islander Education conducted at Ashmont PS included interviews with staff, Aboriginal and/or Torres Strait Islander and non-Indigenous students, Aboriginal and/or Torres Strait Islander and non-Aboriginal parents, Aboriginal and/or Torres Strait Islander employees and school executive. A brief school data review was also completed.

Findings and conclusions
- Interviewed teachers, support staff and parents indicated that ‘Kinderstart’ has been a very effective program.
- Interviewed students were polite, courteous and contributed positively to discussions. They also displayed a sense of social justice when talking about students with special needs receiving extra support from teachers and School Learning Support Officers.
- All interviewees valued and held NAIDOC Week celebrations at the school in high regard. The celebrations included an assembly, a variety of activities in classrooms and around the school and guest speakers and performers.
- The school has implemented a variety of strategies to occupy and engage students during recess and lunch as a proactive way to reduce student misbehaviour, including supervised games and activities in the school hall during lunch and opening the library.
- The Learning Journey initiative was seen as a useful and effective method for sharing student learning.
- The school is to be commended for introducing strategies such as the Breakfast Program and Boot Camp to encourage students to be at school on time and therefore reduce partial absences, particularly of a morning.
- All teacher interviewees were enthusiastic about increasing their knowledge of Aboriginal cultures and history which they believe will assist them to better embed Aboriginal perspectives across the curriculum.
- Several students, staff members and parents saw Aboriginal cultural lessons, which in the past were conducted by Aunty Louise and Aunty Sandy as valuable and engaging. Students and staff were enthusiastic about the possibility of these cultural lessons continuing.
- Aboriginal staff are highly valued by students, parents and staff at Ashmont PS. The school is fortunate to have 1 teacher, 1 AEO and 3 SLSO’s with Aboriginal heritage, all of whom are willing to assist non-Aboriginal staff gain further knowledge of Aboriginal history and cultures.

Future directions

Aboriginal Education Policy
To ensure that all staff members understand the importance of having a focus on Aboriginal education, the school could consider reviewing the current Aboriginal Education Policy. This is best done utilising ‘regional’ Aboriginal staff and school Aboriginal staff with the view of allowing teachers to build their own ideas of how the policy might be supported within their particular Stage. If the school is to create a greater focus on Aboriginal education then all students, staff (teaching and non-teaching), parents and community need to understand the reasons behind this renewed focus i.e. all students are to learn about our shared history and schools are expected to foster the reconciliation process.

Aboriginal Education Team
It is important that the Aboriginal Education Team has a clear vision of purpose, with a strategic plan of action and broad stakeholder representation so there is a shared responsibility for the outcomes of Aboriginal students and the promotion of Aboriginal Australia within the school.
**Transition to High School**

It is acknowledged that the Year 6 to 7 Transition Program has improved in recent years and provides opportunities for Year 6 students to become familiar with the high school organisation and environment. It is recommended that the high school and primary partner schools considers implementing the following strategies:

- The high school AEO/s could make regular visits to the primary school in Term 4 each year to connect with the Year 6 Aboriginal students and the primary school AEO could visit the high school in Term 1 the following year to continue relationships and maintain the connection she has with the new Year 7 Aboriginal students;
- Develop a specific Aboriginal student transition activity whereby the primary Aboriginal students, who can take a non-Aboriginal Buddy, visit the high school and are involved in activities with other Year 6 and high school Aboriginal students;
- High school teachers could visit the primary school during Semester 2 to observe primary school teachers teaching Years 5 and 6 and to teach classes e.g. mathematics, English, science, drama etc.; and
- The high school mathematics and English faculties could be encouraged to utilise the Literacy and Numeracy Continuums which the primary school follow to track the progress of students.

**Cross Cultural Training**

Several staff members indicated a lack of knowledge about local Aboriginal culture and history. It is recommended that the school provides an Aboriginal Cultural Immersion Program with an emphasis on local Aboriginal culture. This program could be designed in partnership with the local AECG and local Aboriginal agencies, similar to the Connecting to Country Program and delivered annually.

**Aboriginal Student Leadership**

Encouraging Aboriginal students to have a voice in what happens at school and specifically in Aboriginal education is important. Aboriginal students can be quite shy and may use ‘shame’ as a reason for not participating in school activities. It is recommended that the school identifies and implements a student leadership program/s which will provide all students with the opportunity to develop leadership skills and self-confidence. The ‘School Leadership in Primary Schools’ (SLIPS) is a good program which the school may consider.

**Embedding Aboriginal Cultural and Content Perspectives across the Curriculum**

Several staff members felt that often Aboriginal content included in teaching programs was inconsistently implemented across KLA’s and to a certain degree was tokenistic and event driven e.g. increasing around NAIDOC. Few teachers knew what content was being addressed in KLAS in other Stages. It is recommended that a more consistent and planned approach be adopted in the implementation of Aboriginal content and perspectives across the curriculum. The school is encouraged to create time within team/Stage meetings, and staff meetings, to provide professional learning opportunities to understand and plan for the inclusion of Aboriginal curriculum perspectives in classroom programs. In addition, planning teams could be asked to provide suggestions to all staff about how specific resources might be used in their teaching program. This information could be then be added to the staff intranet for future reference.

**Aboriginal Student Identity**

It is important that the school takes every opportunity to celebrate Aboriginal student achievement, promote Aboriginal cultural identity and to encourage Aboriginal students to want to learn more about their heritage. Developing a strong sense of identity is important for Aboriginal students which is closely linked to student mental health and wellbeing. The school could explore additional opportunities for celebrating and recognising Aboriginal cultural practices, as a way of bringing the school and its Aboriginal community together.
School planning 2012-2014:

School priority 1- Literacy

Outcomes from 2012–2014

- All students achieve improved outcomes in reading
- Close the gap between Indigenous and non-Indigenous student achievement
- An effective teaching and learning cycle to improve student outcomes

Evidence of achievement of outcomes in 2014:

- 98% of Year 3 students achieved Band 2 NAPLAN Reading or above (target of 86%).
- 33% of Year 3 students achieved Band 5 NAPLAN Reading or above (target of 9%).
- 72% of Year 5 students achieved Band 4 NAPLAN Reading or above (target 90%).
- 4% Year 5 students achieved Band 7 NAPLAN Reading or above (target 30%).
- 44% Year 5 students achieving greater than or equal to expected growth in NAPLAN Reading (target 80%).
- The majority of teachers (approximately 100%) completed a professional learning program (target 100%).
- The Best Start Assessment of the 26 Kindergarten students enrolled showed (100%) of these students had achieved the unconstrained skill of Reading Texts at or above Level 2 (target 80%).
- Progress made in unconstrained skills of comprehension and reading texts 2 clusters in Kindergarten (target 3 clusters), 2.5 clusters in Stage 1 (target 2 clusters), 2 clusters in Stage 2 (target 2 clusters), 0.7 clusters in Stage 3 (target 1 cluster).

Strategies to achieve these outcomes in 2014

- 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- Numeracy

Outcomes from 2012–2014

- All students achieve improved outcomes in numeracy
- Close the gap between Indigenous and non-Indigenous student achievement
- An effective student assessment regime to inform future student learning programs

Evidence of progress towards outcomes in 2014:

- 86% of Year 3 students achieved Band 2 NAPLAN numeracy or above (target of 98%).
- 14% of Year 3 students achieved Band 5 NAPLAN numeracy or above (target of 25%).
- 87% of Year 5 students achieved Band 4 NAPLAN numeracy or above (target of 90%)
- 0% Year 5 students achieved Band 7 NAPLAN numeracy or above (target of 25%).
- The Best Start class analysis for ES1 students has shown that the percentage of students’ achievement in Early Arithmetic Strategies at Level 2 or above is 69% (target of 60%).
- Increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy 52% (target 80%).

Strategies to achieve these outcomes in 2014:

- 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 and appropriate technology.
• Data is used to inform the teaching and learning cycle in numeracy across the whole school.

**School priority 3- Student Well-being and Community Engagement**

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2014:**

- 93.4% of all our students are now on positive behaviour level (target 95%).
- 89.8% of our Indigenous students are now on positive behaviour level (target 95%).
- 89.1% attendance rate for all students (target 95%).
- 86.9% attendance rate for Indigenous students (target 92%).
- Surveys indicated that 368 parents attended school events (target of 400).

**Strategies to achieve these outcomes in 2014:**

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 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.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**School Annual Review**

In 2014, as part of our annual cycle of review, we surveyed all stakeholders, parents, students and teachers, in three areas of focus: Teaching, Assessing and Reporting and Creative Arts. As we were changing the software and format of the way we provide student reports, we felt it was important to review our current practices in this area in particular. Below are the findings from our surveys.

### Teaching

Our first survey focused on the teaching practices at Ashmont Public School. It questioned the staff, parents and students on the experience of the teaching staff and how the teaching practices impact the learning and experiences of our students.

Our teaching staff in 2014 shows a bias towards more experienced staff, with 36% of our teaching staff having taught between 21 – 30 years. A minor bias sits between 7 – 15 years, holding another 36% of our teachers. Of all the teaching staff, most feel that their students are given adequate access to the curriculum and that the assessment and tracking of student learning is sufficient.
The teachers agree with the concepts of quality teaching and find that they are accessing sufficient professional learning. However, some teachers feel that the professional learning may not always be in the direction in which they would have chosen.

Our students responded in the survey that they value the education they are receiving and understand that it is important. They feel the teachers help them in their learning and find the activities in class engaging and interesting. However, some do not feel that they are well informed about teachers’ record keeping and reporting to parents practices.

Our 32 parents who participated in the survey show a significantly higher response in their value of the education provided at school with a significant bias in one question, which showed some parents do not strongly believe that students talk to their teachers about their learning.

Assessing and Reporting

Our assessing and reporting survey also surveyed our three major stakeholders. 71% of the participants were students, 23% from parents and community members, and 6% from staff. Students reported that they share their learning mostly with their parents, but still show a significant response to sharing their learning with teachers. However, a shortcoming is still evident when students are not sharing their learning with the community as often.

Many of our students agree that they have different ways in sharing their learning and that their teachers provide adequate feedback for their learning.

The survey with teachers revealed that the teachers have a good understanding of the different types of assessment and reporting.
strategies, and are able to respond to need with a variety of assessment and reporting strategies. However, teachers would like more professional development in this area and would like move onto development in reporting. One teacher comments that the teaching may still be continuing when the assessment is due. This feedback also complements with the feedback that, in the Principles of Assessment, manageability is the most problematic.

However, this is contradicted by the response from teachers stating that there is an adequate number of assessments.

In 2014, we continued our planned stage professional learning sessions, with a shift to shorter weekly sessions from longer fortnightly sessions. While these sessions’ time change is not relevant to this area of review, teachers responded in this survey expressing the opinion that these sessions have been extremely beneficial in developing effective assessment and providing consistent teacher judgement in all assessment tasks.

Creative Arts

Surveys in Creative Arts have revealed an area of development for our school. While the majority of the feedback is positive, the surveys show that majority of the responses show upper middle levels, rather than high or very high.

From the students’ point of view, our shortcomings are in the areas of drama and dance. In reflection of the teaching and the assessing and reporting surveys, students continue to report that teachers provide adequate feedback in Creative Arts, as well as a clear understanding of the assessment tasks. However the survey shows that there is a significant number of students how do not understand the expectations or enjoy the lessons in all strands of Creative Arts.

This is further reflected in teachers’ confidence and self-perceived ability to interpret and deliver the curriculum to the students, with a significant number stating that professional learning in this area is lacking.

Parents’ responses further confirm these findings. These surveys show that the parents can see an interest for creative arts from their children and enjoy it when they participate. They
Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. Following is an outline for our future directions:

STRATEGIC DIRECTION 1
Driving a culture of continual learning through excellence in teaching

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

STRATEGIC DIRECTION 2
Promoting successful learners, confident and creative individuals and active and informed citizens.

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

STRATEGIC DIRECTION 3
Driving partnerships and connections that enable engagement and attainment for all students.

Purpose: To provide all students with access to high-quality schooling that is equitable and tailored to individual needs.

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: