



Ascot Park Primary School

2020 annual report to the community

Ascot Park Primary School Number: 340

Partnership: Marion Inland

Signature

School principal:

Ms Julie Hibell

Governing council chair:

Dr Julien Soubrier

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

Ascot Park Primary School has shown a steady increase in enrolments since 2017 with 207 students enrolled on census day. We ended the year with 188 students which reflects the high transient nature of our community. We had 48 students who left throughout the year for a number of reasons including 28 to another government school, 6 to the private system, 5 interstate/overseas and 2 unknown. This year, presumably because of the impacts of the COVID-19 pandemic, we didn't have as many enrolments throughout the year – this was a pattern across the partnership. We had 16 ATSI students, 48 EALD students and 101 students receiving school card.

The Principal and Deputy Principal, Sam Kennedy provided leadership to a total of 16 teachers and 15 ancillary staff (SSOs, ACEO and groundsperson). We had 9 classes as well as a complex special needs class. We are the only primary specialist Physical Education and sport school endorsed by the Department for Education. There are approximately 23 different nationalities represented at the school. We proudly celebrate our diversity through whole school events, have many exciting programs and strive to live by our values of respect, responsibility and excellence.

Highlights

- Facilities: air conditioning upgrade began, new bitumen planned for the front and side yards with students deciding line marking (games, courts etc), gymnastics hall extension to provide public access from Duncan Ave, OSHC and uniform shop relocated to front of school, hitting wall mural completed
- Students: leadership (VOK, house captains, road traffic monitors), Children's University, Premier's Reading Challenge (84%)
- Excursions and incursions: swimming and aquatics, teddy bears' picnic/scavenger hunt, SAPOL cyber safety visit, art gallery, Mission to Mars, Marion historic village
- Community: Harmony day, Chinese/multicultural day, Active Elders, Aboriginal cultural day
- Special events: Festival sing day, end of year celebration, graduation, book week, national day of action against bullying
- Specialist PE and sport: 'Gym for all', soccer, gymnastics, TrySport for JPs, GymPlay (play group), SAPSASA, out of school hours sport (1 netball and 3 soccer teams), carnivals (knockout soccer), sports day, Jump Rope for Heart, Gym SA schools spectacular, virtual cross-country
- OSHC: reviewed and assessed and now meeting all standards!
- COVID positive impacts: increased use of purposeful technology, teachers modelling the joy of reading daily, students more settled coming into classrooms and increased independence eg morning routines, staff and community support of each other, more understanding and appreciation of the teacher's role!

Governing council report

As we all experienced, 2020 has been a particularly challenging year, with a lot of efforts required to simply maintain some level of normality. Although we are fortunate to be in a much better situation than many other places in the world regarding COVID, last year's events saw a tremendous increase in work and stress for staff to keep all students taken care of and prepare for all eventualities. In this context, the dedication and flexibility of all parents and volunteers, including Governing Council, helped keep up with the day to day operations.

The Governing Council administers the school canteen and OSHC, and helps with decision making for school budget and projects. OSHC is now running very well thanks to the leadership of Jo Devine, with strong attendance, a great vacation care program and a brand new space which was specifically set up. Bringing back an in-house Ascot Park OSHC was a Governing Council decision a few years back, and it is great to see it thrive and provide such critical help for many families.

The canteen once again provided fantastic fresh and healthy food (as much as restrictions allowed), thanks to Janine Lambert and a team of volunteers. We are looking forward to more Friday specials and hopefully getting special events catering back this year.

We would like to encourage parents to join the Governing Council and participate in the development of the school.

Quality improvement planning

We continued to work towards the directions and goals from our 2019 external school review and our updated school improvement plan.

We developed our new curriculum and data profile which explicitly outlines our curriculum and pedagogical approach R-7 and clearly shows the progress we have made over the last 4 years.

Literacy was the focus in our school improvement plan - our goals focused on increasing the number of students achieving the standard of educational achievement (SEA) or above in reading and writing. Michelle James-Martin continued as our literacy coordinator and she led teachers in developing a consistent and rigorous approach to teaching and assessing students' knowledge of phonics and decoding as well developing a coherent approach to the teaching of reading comprehension strategies, the gradual release of responsibility model and developing individual student reading goals.

We continued to monitor and review our other priorities where key staff were delegated roles, teams were set to guide actions and professional learning, and financial resources were allocated in order to inform implementation planning.

- Numeracy / LDAM (Learning design, assessment and moderation)
- Wellbeing for learning
- Specialist PE and sport

We introduced 'learning walks,' designed to assist teachers to continually improve their teaching practice. The leadership team visited learning spaces to observe the learners – what are the students doing and saying? Feedback was given to teachers based on their goals from our "Language of learning" document.

Performance development meetings between staff and the Principal and Deputy Principal ensured goals set aligned with our school improvement plan and used to monitor progress and student achievement.

Improvement: Aboriginal learners

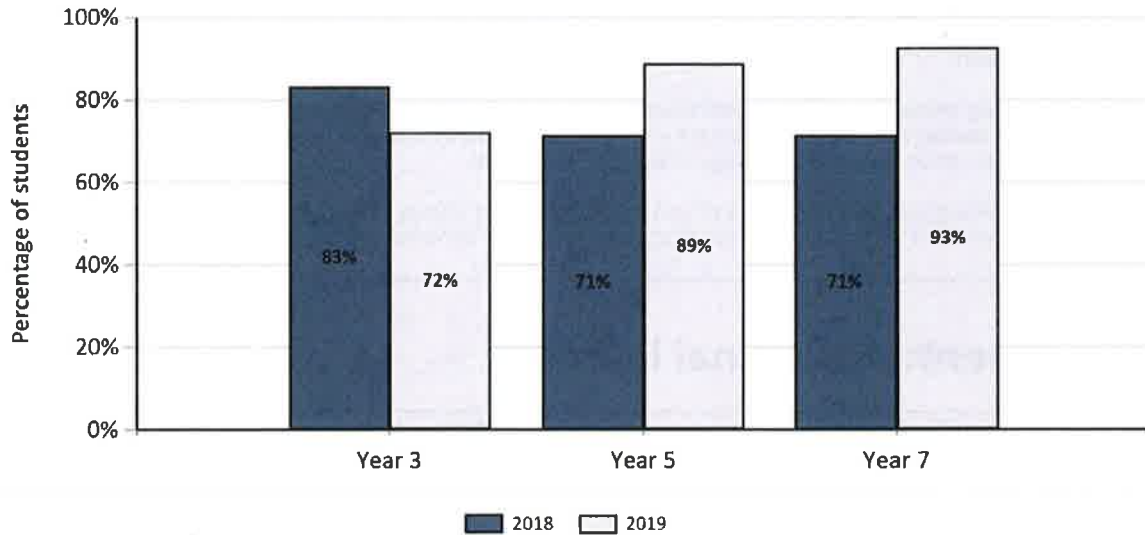
Our Aboriginal enrolment fluctuates throughout the year and we ended 2020 with 12 Aboriginal students. Jeanette Calderwood continued as the Aboriginal community engagement officer (ACEO) and Micheline Clark as the Aboriginal education teacher (AET). The ACEO role focuses on engagement and connection of students and their families and the AET role focuses on student achievement which is tracked, monitored and reviewed at our fortnightly meetings. Two highlights of the year were our reconciliation action plan being finalised and one of our year 7 Aboriginal students being presented with the leadership award at graduation!

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

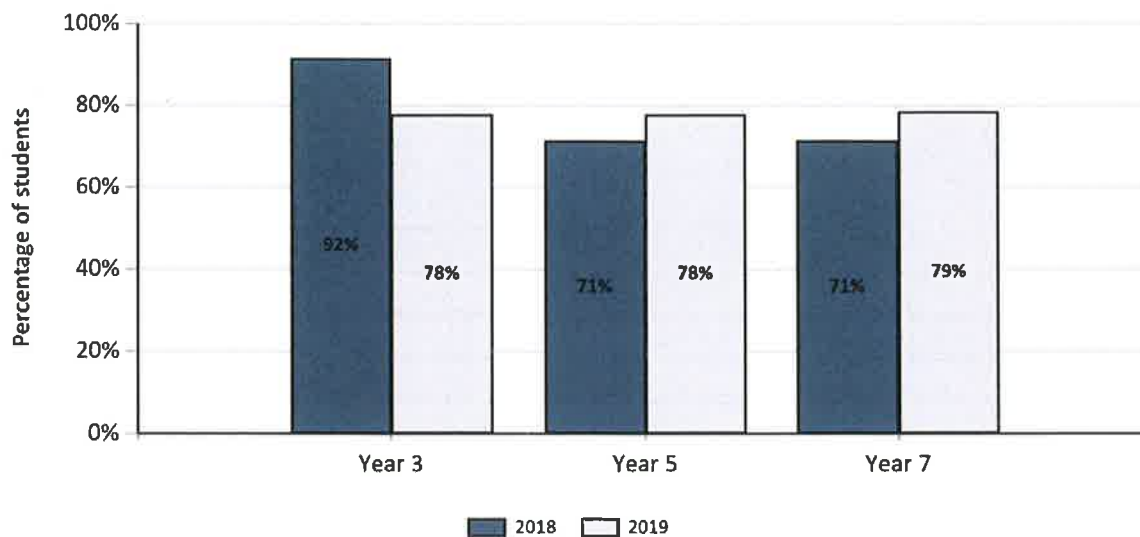


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 25% |
| Middle progress group | 77% | 58% | 50% |
| Lower progress group | * | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 25% |
| Middle progress group | 67% | * | 50% |
| Lower progress group | * | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|--------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2019 | 18 | 18 | 8 | 3 | 44% | 17% |
| Year 3 2017-2019 Average | 15.7 | 15.7 | 7.3 | 4.0 | 47% | 26% |
| Year 5 2019 | 18 | 18 | 4 | 2 | 22% | 11% |
| Year 5 2017-2019 Average | 18.0 | 18.3 | 4.3 | 2.0 | 24% | 11% |
| Year 7 2019 | 14 | 14 | 6 | 5 | 43% | 36% |
| Year 7 2017-2019 Average | 15.0 | 15.3 | 4.3 | 3.3 | 29% | 22% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

^{*}Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

School performance comment

We had 21 students with an identified learning disability and a significant number of students who received additional support through the school's literacy intervention programs. We have a number of support staff including SSOs, an ACEO and PCW who assisted classroom teachers to provide literacy and numeracy intervention and support, and social-emotional programs.

Often having few students eligible to sit NAPLAN and PAT-R/M (progressive achievement tests– reading/maths) tests in each year level and small changes in the number of students can cause large changes in percentages. We also have a transient school population which increases the difficulty in using these percentages to draw reliable conclusions about changes in performance from year to year. The data we collect, however is used at the site and class level to inform student and whole school improvement.

The standard of educational achievement (SEA) outlines the expected achievement of students within specific data sets.

NAPLAN was cancelled nationally this year due to COVID but running records data (years 1-2) and PAT-R/M data (years 3-7) was still collected and analysed.

Reading - percentage of students who reached SEA:

Year 1: 68% Running records (end term 3)

Year 2: 70% Running records (end term 3)

Year 3: 83% PAT-R

Year 4: 52% PAT-R

Year 5: 90% PAT-R

Year 6: 80% PAT-R

Year 7: 77% PAT-R

Our running records data showed improvement in years 1 and 2. Years 3, 5 and 6 PAT-R results showed improvement in reading and the years 3-7 average increased to 76%.

Numeracy - percentage of students who reached SEA:

Year 3: 86% PAT-M

Year 4: 50% PAT-M

Year 5: 80% PAT-M

Year 6: 68% PAT-M

Year 7: 83% PAT-M

Years 3 and 5 PAT-M results showed significant improvement in numeracy and the years 3-7 average increased to 74%.

Attendance

| Year level | 2017 | 2018 | 2019 | 2020 |
|---------------|-------|-------|-------|-------|
| Reception | 90.8% | 93.8% | 83.9% | 87.2% |
| Year 1 | 90.6% | 90.5% | 89.7% | 80.7% |
| Year 2 | 89.6% | 91.3% | 91.3% | 90.3% |
| Year 3 | 89.3% | 92.7% | 90.8% | 86.1% |
| Year 4 | 94.0% | 88.3% | 88.2% | 88.1% |
| Year 5 | 93.4% | 86.5% | 88.6% | 87.4% |
| Year 6 | 92.5% | 91.0% | 81.2% | 84.6% |
| Year 7 | 88.7% | 84.2% | 92.1% | 82.6% |
| Primary Other | N/A | 0.0% | 2.0% | N/A |
| Total | 91.1% | 90.3% | 88.1% | 86.0% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance rate was 8% below the department target of 95%, however COVID restrictions and home learning had a significant impact. Attendance information is provided in student reports and newsletters. The Aboriginal Community Education Officer (ACEO) monitors our Aboriginal students' attendance. Class teachers call parents/carers for unexplained absences of 3 consecutive days and notify the Deputy Principal of the outcome. The attendance committee (Principal, Deputy Principal, admin officer and ACEO) meets regularly to monitor attendance. Certificates are awarded at term 2 and 4 assemblies for 95% and above attendance.

Behaviour support comment

The culture of our school has changed significantly. Behaviour issues are limited to a few students whose behaviours are unacceptable and we work in partnership with parents to reinforce positive behaviour and strong choices. We continue to follow our 'managing inappropriate behaviour in the classroom and yard' flow charts, behaviour code and anti-bullying policy which guide our expectations and response.

We are a 'BeYou' school and our whole school approach through the Berry Street Education Model and our social-emotional programs, 'You Can Do It', 'Play is the Way' and 'What's the Buzz' has embedded common language and culture with reinforcement of values and expectations supporting positive behaviour. VoK (Voice of Kids) involves all students in decision-making about student concerns.

Client opinion summary

Parent engagement survey

We had 77 responses to the new online survey which was a significant increase from previous years, 9 out of 11 responses to the statements were above the department average!

The statements with the highest percentage of parents agreeing were:

- People respect each other at this school 81%
- Teachers and students treat each other with respect at this school 81%
- I feel like my child is important to this school 78%
- The school communicates effectively with me 77%

The lowest ones to investigate further were:

- I know what standard of work the school expects of my child 59%
- Overall, my child has a good routine around reading, studying and learning at home 66%

Student wellbeing and engagement collection (years 4-7)

The survey showed the number and proportion of students who reported high, medium and low levels of wellbeing across a range of indicators. Compared to all department schools there were no stark differences when it came to wellbeing and bullying. Connectedness to school was 6% above the average. To investigate further are wellbeing of year 6 boys (sadness and low satisfaction with life) and a slight increase in the frequency for experiences of bullying, particularly in year 7.

Staff perspective survey

78% of staff (25/32) participated in this survey.

Engagement: 88% (increase of 10% from 2018 and 8% above average Department for Education sites)

Engagement is an important driver of performance and improvement. Engaged staff say positive things about working in their school, are committed to staying and inspired and motivated to do their best work for their school and the students they care for.

School climate: 85% (increase of 17% from 2018)

The proportion of staff responses that were positive across 25 survey questions that were the most powerful indicators of school climate.

Intended destination

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 0 | NA |
| Interstate/Overseas | 5 | 8.1% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 12 | 19.4% |
| Transfer to SA Govt School | 43 | 69.4% |
| Unknown | 2 | 3.2% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Teachers are screened through the Teachers Registration Board of SA and through the new 'working with children check' (WWCC). All ancillary staff (SSOs, ACEO, groundsperson), PCW, sports coaches and governing council employees have a DCSI child-related screening or the new WWCC. Parents/carers volunteering in activities involving their child are exempt. Other parent volunteers, including Governing Council members, and canteen and library helpers are screened. Outside volunteers, mentors, non-department service providers and pre-service teachers are also screened.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 26 |
| Post Graduate Qualifications | 13 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 14.6 | 1.0 | 9.8 |
| Persons | 0 | 17 | 1 | 15 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$3,116,257 |
| Grants: Commonwealth | \$20,000 |
| Parent Contributions | \$69,464 |
| Fund Raising | \$4,404 |
| Other | \$49,776 |

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 funding section | Tier 2 category (where applicable to the site) | Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|---|--|
| Targeted funding for individual students | Improved wellbeing and engagement | Teachers released to collaboratively plan using Berry Street strategies. Trained SSOs worked with small groups and individual students on social skills eg What's the Buzz program. | Decrease in consistent behaviour incidences |
| Targeted funding for groups of students | Improved outcomes for students with an additional language or dialect | EALD teacher worked with teachers for planning and moderation of writing samples for all students R-7 | Support in class or withdrawal for targeted students |
| Targeted funding for groups of students | Inclusive Education Support Program | Targeted support for students identified with a disability. Differentiated learning programs in classrooms provided for Wave 1, 2 and 3 students. | One Plans developed and goals monitored and reviewed regularly |
| Program funding for all students | Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support | AET and ACEO supported our ATSI students and their families. These students also participated in literacy and/or numeracy intervention programs. | Focus on attendance and improved literacy outcomes. |
| Program funding for all students | First language maintenance & development | Literacy and numeracy first funding used to support intervention programs and for Deputy Principal to be able to manage and facilitate these. Early years support funding used to implement and support InitialLit program R-1. | All teachers using Australian Curriculum and TFEEL to plan teaching and learning |
| Program funding for all students | Students taking alternative pathways IESP support | Inclusive education support program (IESP) grant used to support students in either literacy or numeracy intervention programs. Also used for teacher and SSO release for planning. | n/a |
| Other discretionary funding | Australian Curriculum | Primary Learning Improvement funding used for teacher release for co-planning and moderation, professional learning, resources, and to participate in partnership work | Progress made by all students |
| Other discretionary funding | Aboriginal languages programs Initiatives | n/a | All students participating in gym, greater connection with local preschools |
| Other discretionary funding | Better schools funding | InitialLit program implementation R-1. Literacy intervention programs - MiniLit, Macqlit | Students retaining in higher bands |
| Other discretionary funding | Specialist school reporting (as required) | Specialist PE and sport funding used for sport coordinator, high quality sport coaches for gymnastics and soccer programs years 3-7; Gym for All program; preschool program; TrySport for JP; community gym-play (playgroup) | Students retaining in higher bands |
| Other discretionary funding | Improved outcomes for gifted students | Literacy and numeracy first funding to provide teacher support to students achieving in the higher bands Year 4-7 | |

