



Ascot Park Primary School

2021 annual report to the community

Ascot Park Primary School Number: 0340

Partnership: Marion Inland

Signature

School principal:

Ms Julie Hibell / Mr Sam Kennedy (acting Principal terms 2-3)

Governing council chair:

Dr Julien Soubrier

Date of endorsement:

21 February 2022



Government
of South Australia
Department for Education

Context and highlights

Ascot Park Primary School has shown a steady increase in enrolments since 2017, although we had a slight decline this year. On census day we had 193 students enrolled and we ended the year with 191. We have a high transience nature in our community and had 32 students who left throughout the year for a number of reasons including 17 to another government school, 11 to the private system and 4 interstate/overseas. We had 17 ATSI students, 58 EALD students and 88 students receiving school card.

The leadership team changed during this year when the Principal, Julie Hibell took a secondment as the Principal Consultant for the Noarlunga1 portfolio in terms 2-3. Sam Kennedy became the acting Principal and Michelle James-Martin (term 2) and Richard Kemp (term 3) took on the deputy position. Julie returned in term 4 and Sam then took a secondment as the Curriculum Lead for the Noarlunga 1 portfolio. Michelle was the Deputy again in term 4. We had 16 teachers and 17 ancillary staff (SSOs, ACEO and groundsperson) during the year. We had 8 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 12 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, new bitumen with line marking (games, courts etc), green and yellow units painted and carpeted with internal glass sliding doors, LS1 and LS7 wet area upgrades, gymnastics mural
- Students: leadership (VOK, house captains, road traffic monitors), Children's University, Premier's Reading Challenge (84%) – we were 1 of 55 high achieving schools
- Excursions and incursions: swimming and aquatics, SAPOL cyber safety visit, Footsteps dance program, Peter Combe concert, Living Kurna cultural centre, escape room and various local walking excursions.
- Community: Harmony day, Multicultural day, Aboriginal cultural day
- Special events: Festival of Music choir, end of year celebration night, years 6 and 7 graduations, 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, Gym SA schools spectacular
- COVID ongoing positive impacts: increased use of purposeful technology, students more settled coming into classrooms and increased independence eg morning routines, staff and community support

Governing council report

After a couple of years with significant disruptions to the school routine, we would like to acknowledge all the work and commitment from the school staff to maintain the highest level of education and care during that time. Last year ended with a fantastic outdoor school event, and we are hoping for a smooth year ahead, including in-person community events and meetings.

With the participation of parents, the Governing Council oversees the school canteen and OSHC, and helps with decision making for the school budget, school improvement plan and other projects.

A few years ago, Janine Lambert and a group of dedicated volunteers successfully transformed the canteen to provide healthy freshly cooked meals. Last year we could finally upgrade some of the kitchen's equipment and we are looking forward to the new Friday specials. Please keep an eye on ClassDojo for updates and opening days, and if you are able to volunteer a few hours at the canteen, please come talk to Janine.

Similarly, OSHC has been re-developed as an in-house service a few years ago and, thanks to a very dedicated and dynamic team, is now doing better than ever with a growing number of children attending regularly and great programs for both after school and vacation care. We would like to thank Jo Devine for all her work building this service as director and wish her the best in her new projects, and welcome Bella Washington as the new director.

Finally, we would like to encourage all parents to join the Governing Council and help us lead new projects for the development of the school and the community.

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 updated our curriculum and data profiles which explicitly outline our curriculum and pedagogical approach R-7 and clearly show the progress we have made over the last 4 years.

Our literacy and numeracy goals focused on increasing the number of students achieving the standard of educational achievement (SEA) or above in reading, writing and maths. Our pedagogy coordinator led teachers in embedding a consistent and rigorous approach to teaching and assessing students' knowledge of phonics and decoding as well as embedding a coherent approach to the teaching of reading comprehension strategies. A whole school program was introduced for writing and learning will continue next year. We employed a numeracy consultant to work with teachers throughout the year to develop effective numeracy blocks and consistent approaches R-7.

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 planning.

- LDAM (Learning design, assessment and moderation) and ACA (Accelerating curriculum achievement)
- Wellbeing for learning
- Specialist PE and sport

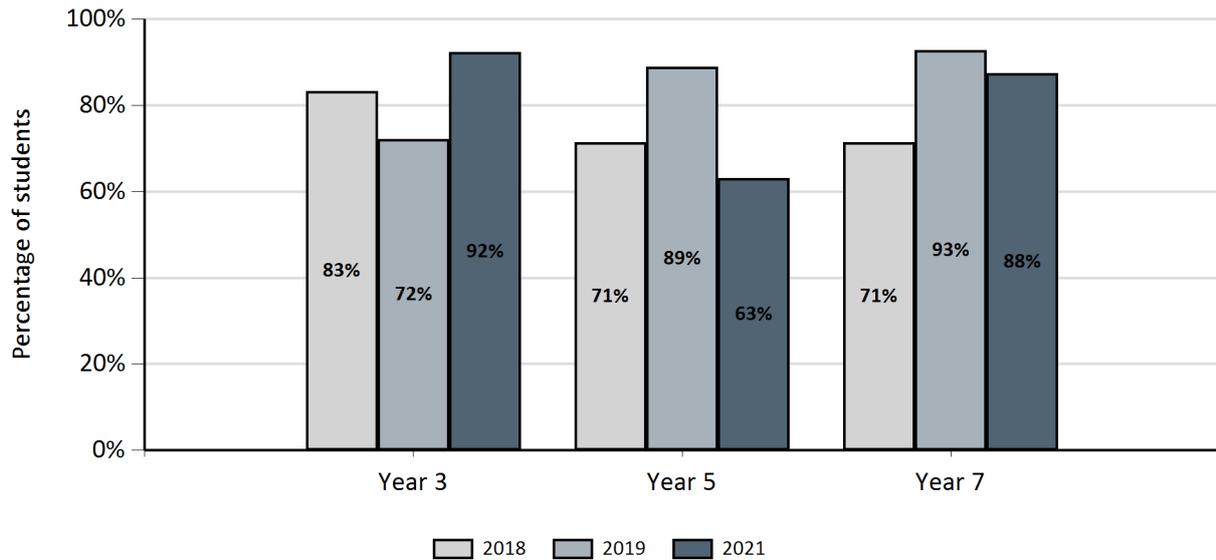
Performance development meetings ensured teacher and SSO goals set were aligned with our school improvement plan and used to monitor progress and student achievement.

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

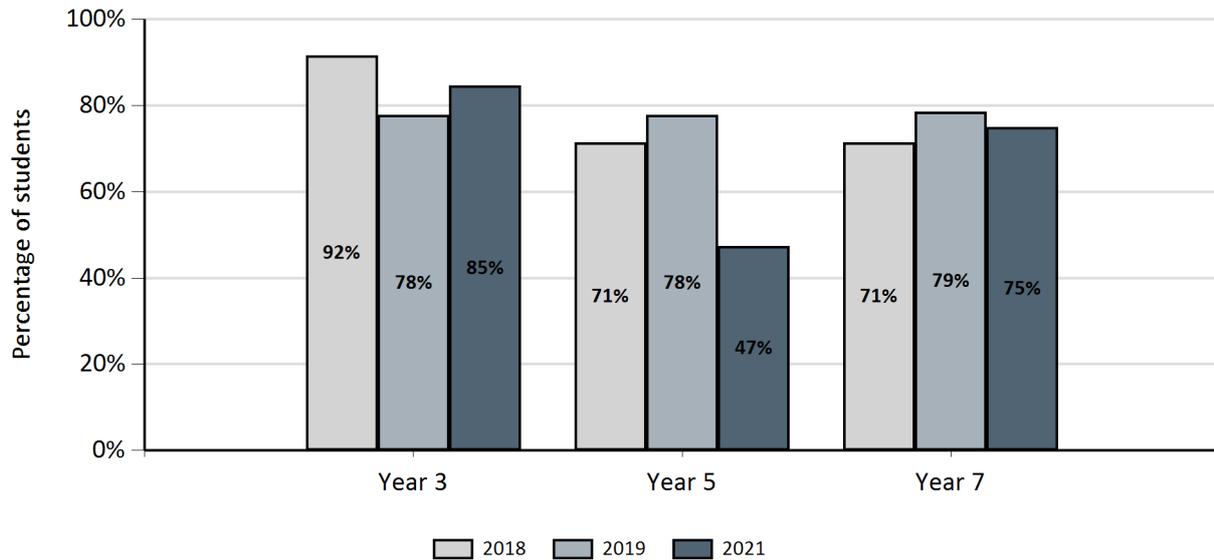


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	55%	33%
Middle progress group	55%	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	70%	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	26	26	14	9	54%	35%
Year 3 2019-2021 Average	22.0	22.0	11.0	6.0	50%	27%
Year 5 2021	19	19	2	0	11%	0%
Year 5 2019-2021 Average	18.5	18.5	3.0	1.0	16%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

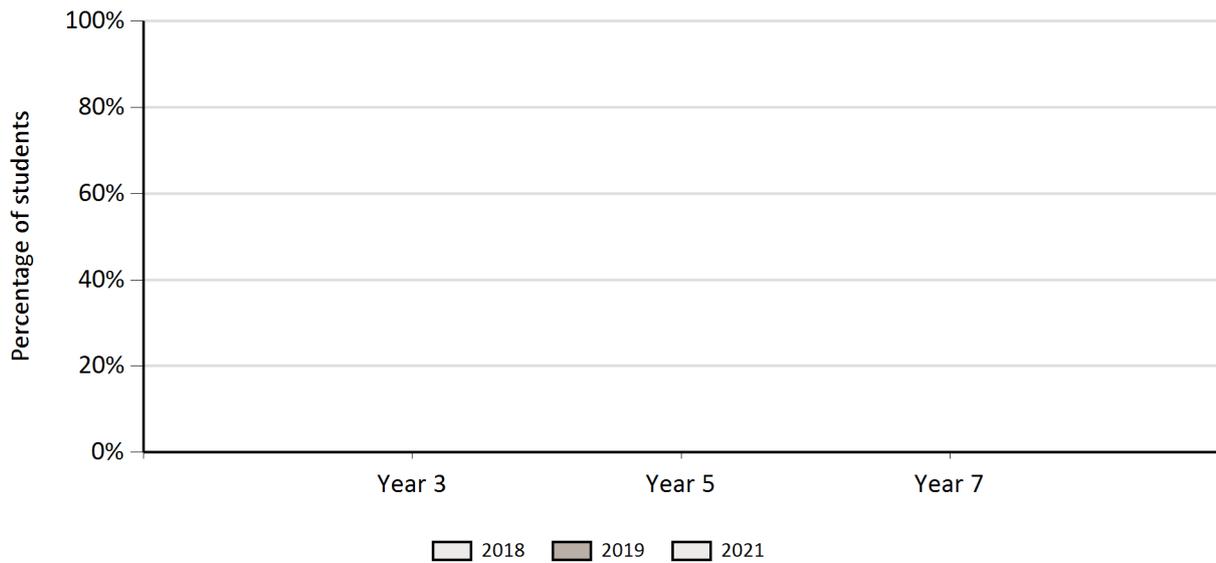
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



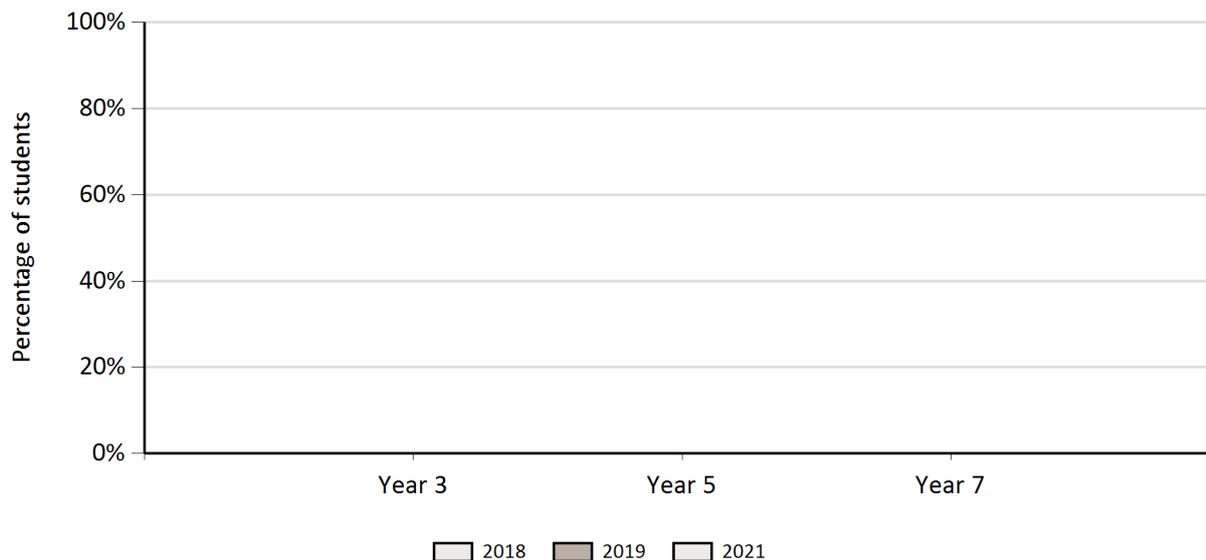
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The Aboriginal community education officer (ACEO) focused on student attendance and engagement and the Aboriginal education teacher (AET) focused on student achievement which was tracked, monitored and reviewed at fortnightly meetings. CELF-5 testing was undertaken with all new Aboriginal students to determine their literacy needs and the AET conducted phonological awareness lessons to those students who had low literacy achievement and/or low attendance.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our historic baseline average for students achieving SEA in NAPLAN reading (years 3, 5 & 7) was 57.5% - our percentage this year was 75%.
Our historic baseline average for students achieving SEA in NAPLAN numeracy (years 3, 5 & 7) was 36.9% - our percentage this year was 50%.

School performance comment

We had 22 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.

It is important to note, that as a small school (less than 30 in most year levels), small changes in the number of students can cause large percentage changes, making it difficult to draw reliable conclusions about patterns or assessments of performance over time. We also have a high transient population which makes it difficult to track and monitor cohorts and individual students. Nonetheless, it's important to collect and analyse the data in order to develop a shared understanding of our data stories to inform school improvement planning.

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

Reading - percentage of students who reached SEA:

Year 1: 69% Phonics screening check

Year 1: 62% Running records (end term 3)

Year 2: 52% Running records (end term 3)

Year 3: 91% PAT-R, NAPLAN92%

Year 4: 81% PAT-R

Year 5: 53% PAT-R, NAPLAN67%

Year 6: 100% PAT-R

Year 7: 68% PAT-R, NAPLAN93%

Although there was a slight decline in our running records data this year (probably due to students now reading decodable readers and not 'levelled' ones), our phonics screening check data was our best yet and 2% above the department average. Years 3, 4 and 6 showed significant improvement in PAT-Reading and the years3-7 average increased to 80%. NAPLAN percentages were higher than PAT ones.

Numeracy - percentage of students who reached SEA:

Year 3: 91% PAT-M, NAPLAN85%

Year 4: 90% PAT-M

Year 5: 50% PAT-M, NAPLAN47%

Year 6: 84% PAT-M

Year 7: 75% PAT-M, NAPLAN80%

Years 3, 4 and 6 PAT-Maths results showed significant improvement in numeracy and the years3-7 average increased to 79%.

Attendance

Year level	2018	2019	2020	2021
Reception	93.8%	83.9%	87.2%	93.1%
Year 1	90.5%	89.7%	80.7%	91.3%
Year 2	91.3%	91.3%	90.3%	90.1%
Year 3	92.7%	90.8%	86.1%	92.0%
Year 4	88.3%	88.2%	88.1%	91.1%
Year 5	86.5%	88.6%	87.4%	86.1%
Year 6	91.0%	81.2%	84.6%	83.8%
Year 7	84.2%	92.1%	82.6%	90.7%
Primary Other	0.0%	2.0%	N/A	N/A
Total	90.3%	88.1%	86.0%	90.3%

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

Attendance comment

Our whole school attendance rate was 90% and our Aboriginal student attendance rate was 72%. Attendance information is provided in student reports and newsletters. The 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.

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.

Parent opinion survey summary

We had 84 responses to the online survey. All 14 responses to the statements were above the department average!

The statements with the highest percentage of parents agreeing were:

- Education is important 99%
- Has good home learning routine 86%
- Receives enough communication 86%
- Teachers and students are respectful 85%
- Child is important 82%

The lowest one to investigate further was:

- Receives learning tips 72%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	9.7%
QL - LEFT SA FOR QLD	3	4.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	48	77.4%
U - UNKNOWN	3	4.8%
VI - LEFT SA FOR VIC	2	3.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Teachers are screened through the Teachers Registration Board of SA and through the '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 but 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	25
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	13.0	0.0	11.1
Persons	0	16	0	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,201,066
Grants: Commonwealth	\$0
Parent Contributions	\$74,157
Fund Raising	\$1,128
Other	\$62,020

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

2021 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 2021 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 trauma informed practices ie Berry Street Education Model. Trained SSO worked with small groups and individual students on social skills eg What's the Buzz program.	Decrease in consistent behaviour incidences
	Improved outcomes for students with an additional language or dialect	EALD teacher worked with teachers for planning and moderation of writing samples for all. Support in class or withdrawal for identified students.	Support in class or withdrawal for targeted 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
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>AET and ACED supported our Aboriginal students and their families. These students also participated in literacy intervention programs.</p> <p>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-2.</p> <p>Inclusive education support program (IESP) grant used to support students in literacy intervention programs. Also used for teacher and SSO release for planning.</p>	Focus on attendance and improved literacy outcomes.
Program funding for all students	Australian Curriculum	Primary Learning Improvement funding used for teacher release for co-planning and moderation, professional learning, resources, and to participate in partnership work.	All teachers using Australian Curriculum and TfEL to plan teaching and learning
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	InitialLit program implementation R-2. Literacy intervention programs - MiniLit, MacqLit	Progress made by all students
	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)	All students participating in gym, greater connection with local preschools
	Improved outcomes for gifted students	Literacy and numeracy first funding to provide teacher support to students achieving in the higher bands Year 4-7	Students retaining in higher bands

