



ASCOT PARK PRIMARY SCHOOL

Ascot Park Primary School

2022 annual report to the community

Ascot Park Primary School Number: 340

Partnership: Marion Inland

Signature

School principal:

Julie Hibell

Governing council chair:

Katy Chadwick

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Ascot Park Primary School has shown a steady increase in enrolments since 2017, and despite year 7s attending high school for the first time this year, our enrolments only decreased by 1. On census day we had 192 students enrolled and we ended the year with 188. We have a high transience nature in our community and 18 students left throughout the year for a number of reasons including 10 to another government school, 5 to the private system and 3 interstate/overseas. We had 20 First Nations students, 74 EALD students and 75 students receiving school card.

The leadership team consisted of the Principal, Julie Hibell, Deputy Principal, Michelle James-Martin and Senior leader - Specialist PE and Sport, Andrew Cordery. We had 13 teachers and 16 ancillary staff (SSOs, ACEO and groundsperson). We had 8 classes as well as a 1:1 complex special needs class. We are the only primary specialist PE and sport school endorsed by the Department for Education. There are 24 different nationalities represented at the school and we proudly celebrate our diversity through whole school events and class programs. We have many exciting programs and strive to live by our values of respect, responsibility and excellence.

The pandemic continued to affect the wider community for the third year, which saw a staggered start to the year and more online learning. We had higher than usual staff and student absences (in 2021 we had a total of 91 teacher/leadership absences compared to 173 this year), however we were still able to work effectively on our improvement plan. We received extremely positive feedback from the external school review in term 4 as well as the staff perspective survey - 92% staff engagement and culture.

Highlights

- Facilities: new school signage, drinking fountains and our First Nations mural (the designs symbolises our students' thoughts around connection and belonging to school - friendship, learning and trust)
- Students: leadership (VoK, house captains, road crossing monitors), Children's University, Premier's Reading Challenge (167 students completed – 3 more than 2021)
- Excursions and incursions: swimming and aquatics, SAPOL cyber safety and road safety visits, St Johns First Aid program, Living Kaurua Cultural Centre, Bully Zero program, Adelaide Zoo, Cleland Wildlife Park and various local walking excursions
- Community: Harmony day, Multicultural day, National Reconciliation week, breakfast club, showcase of learning, development of new school vision
- Special events: Festival of Music choir, end of year celebration night, years 6 graduation, book week, national day of action against bullying, Bike Ed
- Specialist PE and sport: 'Gym for all', soccer, gymnastics, TrySport for JPs, GymPlay (play group), SAPSASA, out of school hours sport (1 netball and 2 soccer teams), carnivals (knockout soccer), sports day, Festival of Gymnastics

Governing council report

The school year began with a hybrid schooling model for the first fortnight, with some students learning at home and others learning at school due to the COVID-19 pandemic. During these uncertain times, school leadership and staff maintained a high level of education and ensured that all students transitioned to school for the commencement of the 2022 school year. In contrast, the year ended with a fantastic outdoor celebration of learning which was enjoyed by all families and community members.

The governing council oversees the running of the canteen and OSHC at Ascot Park primary school. Parents and caregivers on the governing council assist with decision making for the school budget, school improvement plan and other areas of the school community.

The canteen continued to provide healthy food options for all students. Janine Lambert took leave mid-way through the year and was replaced by Linda Durbidge, who continued to deliver a high level of service, supported by volunteers in the canteen. Students enjoyed the Friday specials and various special event canteen items. We would like to thank all dedicated volunteers for their hard work in the canteen this year.

OSHC has continued to provide before and after school care, as well as an engaging school holiday care program. Our new director Bella Washington has transitioned smoothly into the role. With several new educators, students have been provided with a safe and supportive environment, with opportunities for reading, outdoor games and a range of food menu choices.

We extend our welcome to all parents and carers who are interested in joining the governing council. We meet regularly to discuss the direction of Ascot Park Primary School and would encourage those who are interested to join.

Quality improvement planning

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

We updated our curriculum and data profiles which explicitly outline our curriculum and pedagogical approach R-6 and clearly show the progress we have made over the last 6 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, although during the year we narrowed our focus to just reading. Our lead teachers worked with the local education team, literacy guarantee unit coach and staff to embed a consistent and rigorous approach to teaching and assessing students' knowledge of phonics and decoding. We employed our numeracy consultant to continue the work with teachers to develop effective numeracy blocks and consistent approaches R-6.

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.

- Wellbeing for learning
- Specialist PE and sport

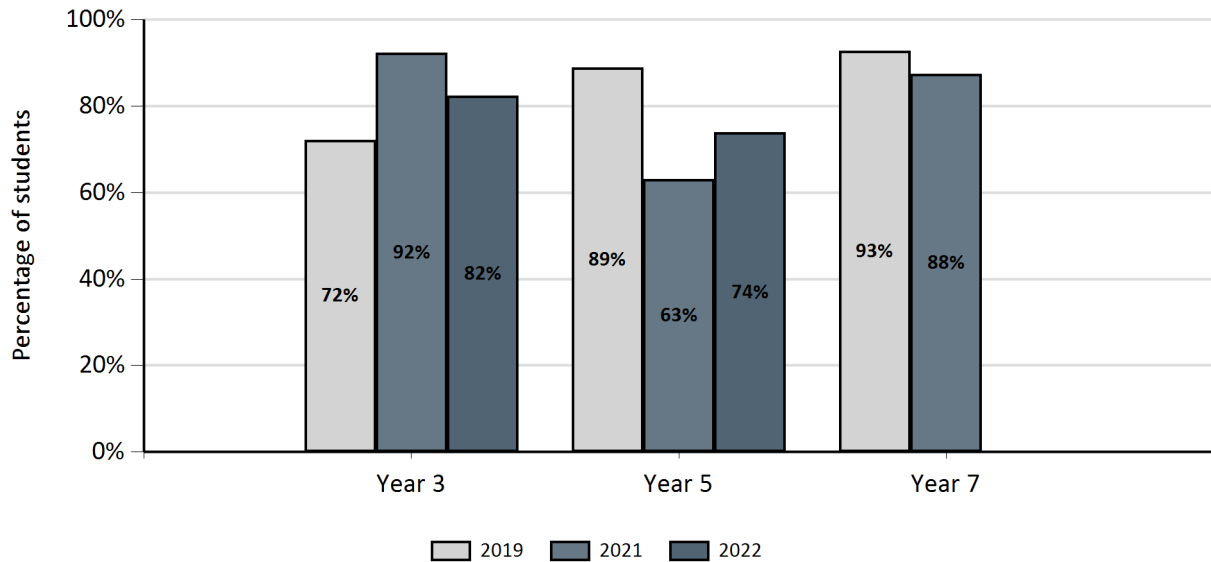
Performance development meetings ensured teacher and SSO goals set were aligned with our school improvement plan and used to monitor progress and student achievement.

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

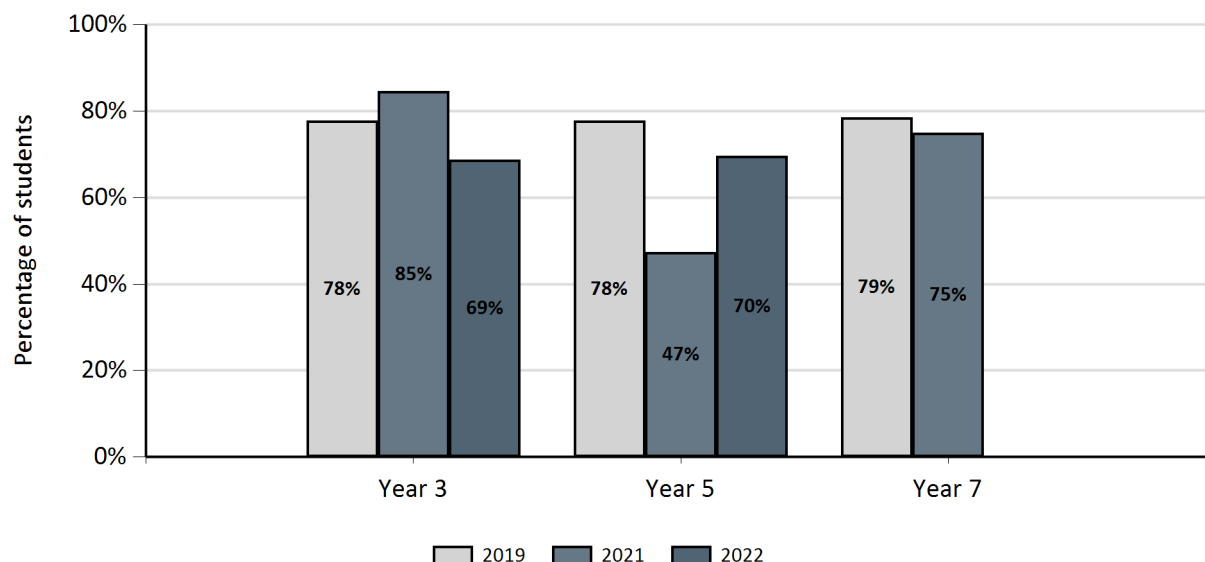


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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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 03 2022	17	16	8	4	47%	25%
Year 03 2021-2022 Average	21.5	21.0	11.0	6.5	51%	31%
Year 05 2022	23	23	8	3	35%	13%
Year 05 2021-2022 Average	21.0	21.0	5.0	1.5	24%	7%
Year 07 2021-2022 Average	16.0	16.0	4.0	0.0	25%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

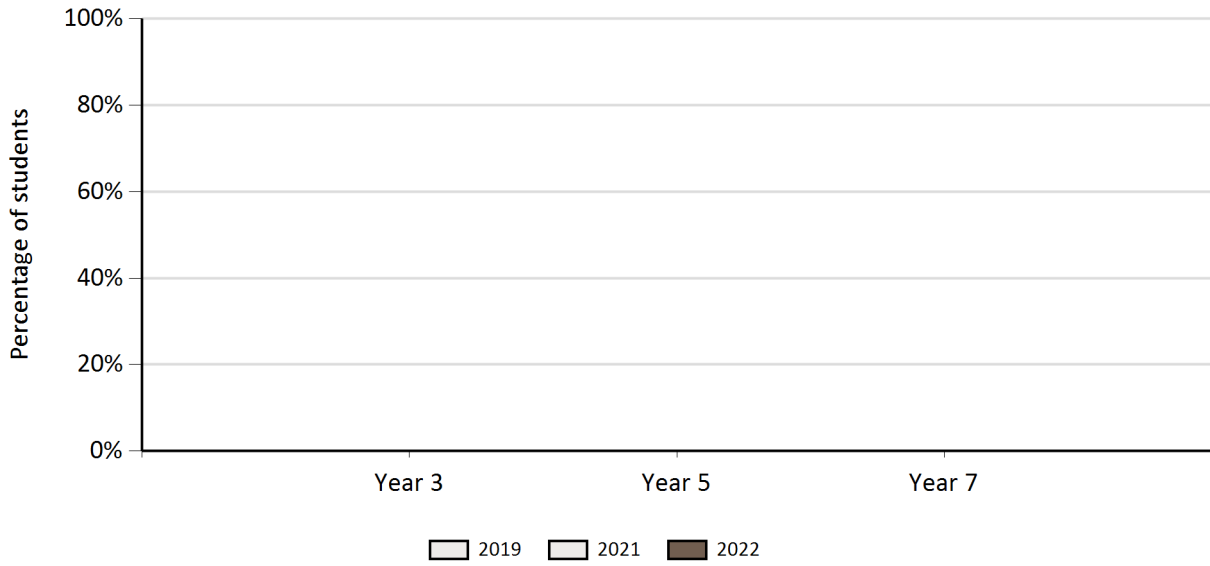
[^]includes absent and withdrawn students.

*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



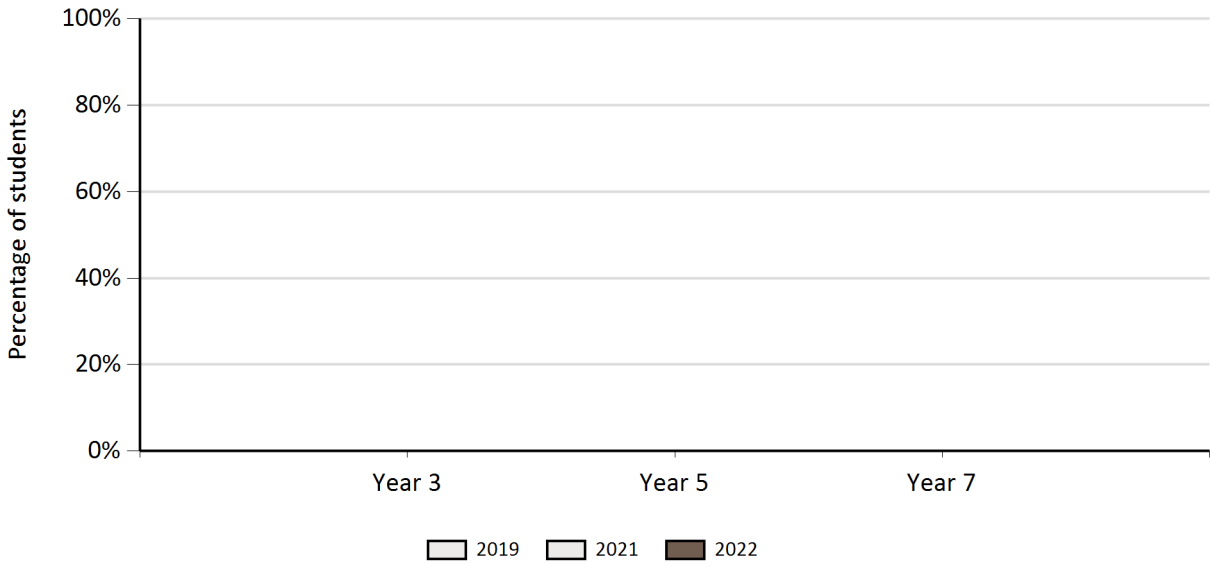
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Quality Teaching

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) focussed 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 supported this in learning spaces. Staff meeting, PDP and data conversations highlighted our Aboriginal learners to raise profile and awareness.

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

Reading
43% (3/7) of our Aboriginal students achieved SEA or higher in NAPLAN reading. Digging deeper into the data, 5/7 Aboriginal students in years 3 and 5 sat the NAPLAN reading test and of these, 3/5 (60%) achieved SEA or above, including 1 student in higher bands.

Maths
29% (2/7) of our Aboriginal students achieved SEA or higher in NAPLAN numeracy. Digging deeper into the data, 5/7 Aboriginal students in years 3 and 5 sat the NAPLAN numeracy test and of these, 2/5 (40%) achieved SEA or above, including 1 student in higher bands.

School performance comment

We had 20 students with an identified learning disability and a significant number of students who received additional support through the school's literacy and numeracy intervention programs. Our classroom support SSOs assisted 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: 62% Phonics screening check

Year 2: 55% Running records (end term 3)

Year 3: 88% PAT-R, NAPLAN 94% (higher bands 53%)

Year 4: 90% PAT-R

Year 5: 82% PAT-R, NAPLAN 77% (higher bands 36%)

Year 6: 73% PAT-R

Our NAPLAN data showed good growth for years 3 and 5 and the average of students achieving SEA in PAT-Reading increased to 84%.

Numeracy - percentage of students who reached SEA:

Year 3: 83% PAT-M, NAPLAN 79%

Year 4: 91% PAT-M

Year 5: 59% PAT-M, NAPLAN 76%

Year 6: 53% PAT-M

Our NAPLAN numeracy results were the best ever compared to the national median scores and our PAT-Maths results showed a 71% improved growth rate from 2021.

Attendance

Year level	2019	2020	2021	2022
Reception	83.9%	87.1%	93.1%	84.5%
Year 1	90.0%	80.9%	90.8%	80.7%
Year 2	89.6%	90.3%	91.0%	84.1%
Year 3	90.8%	86.1%	91.9%	87.3%
Year 4	88.2%	88.1%	91.1%	84.3%
Year 5	88.6%	87.4%	85.9%	86.4%
Year 6	81.6%	84.6%	84.0%	83.8%
Year 7	92.0%	82.6%	90.7%	N/A
Total	88.1%	86.0%	90.3%	84.3%

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 86% 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

We believe the relationship between a student and a caring adult is the fundamental basis of all behaviour support. We updated our behaviour management guidelines to reflect a positive behaviour approach and the safe inclusion of all students in learning. Behaviour issues are limited to a few students whose behaviours are challenging and we work in partnership with families to reinforce positive behaviour and strong choices.

Our whole school wellbeing for learning approach through the Berry Street Education Model and our social-emotional programs, '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 issues.

Parent opinion survey summary

We had 69 responses to the online survey. 11/14 responses to the statements were above the department average with 3 related to school climate the highest ever:

- People respect each other at school 84%
- I feel like my child is important to the school 83%
- The school communicates effectively with me 80%

The lowest one to investigate further was:

- Receives learning tips 72%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	35.0%
OV - LEFT SA FOR OVERSEAS	1	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	23	57.5%
VI - LEFT SA FOR VIC	1	2.5%
WA - LEFT SA FOR WA	1	2.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,070,830
Grants: Commonwealth	\$0
Parent Contributions	\$56,851
Fund Raising	\$2,000
Other	\$82,710

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

2022 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 2022 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 Zones of Regulation. Trained SSO worked with small groups and individual students on social skills eg What's the Buzz program. Set up of regulation room.	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 ACEO 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 in literacy and numeracy, 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 (year 1), MacqLit (years 3-6)	Progress made by all students
	Specialist school reporting (as required)	Specialist PE and sport funding used for sport coordinator, partnership FMS (fundamental movement skills) project; high quality sport coaches for gymnastics and soccer programs years 3-6; Gym for All program; preschool program; TrySport for JP; community gym-play (playgroup)	All students participating in gymnastics lessons and/or coaching, 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 years 4-6	Students retaining in higher bands

