



ASCOT PARK PRIMARY SCHOOL
R-7 SPECIALIST PHYSICAL EDUCATION & SPORT SCHOOL

2015

Annual Report

Ascot Park Primary School is located at Pildappa Ave, Parkholme, 11 km from GPO, in the southern Adelaide region. The school is a Category 4 Index of Disadvantage site with a finishing enrolment of 122 students after starting the year with 114. The characteristic of transience was strong at APPS with 75 'in and outs' over the year. This transience has impact on student data.

Enrolments do appear to be on increase

We have many exciting programs and strive to live by the values that promote: respect, responsibility and excellence. The learning environment is enhanced by spacious classrooms and aesthetically appealing grounds. We are a specialist PE and sport school, 1 of 3 funded by Department of Education and Child Development (DECD). We currently have partnerships with Gymnastics SA, Diving SA, the FFSA and Netball SA (beginning 2016) therefore have elite sports people attending school.

We have a focus on physical education with summer and winter after-school sports, supported by parents as umpires and coaches. The school offers a strong program in Performing Arts, culminating in our celebration at the end of the year. We have strong focus on social skills and community with the Living Skills programme conducted by SAPOL, adherence to Play is the Way and a Graduate Qualities programme delivered to senior primary students.

Our choir is highly successful and we include students from the co-campus schools. Local links with the kindergarten are well established and the kinder children visit the gym each week. We have a strong ethos of connection with the community, with a weekly play gym for under 4-year-olds, a 4-year-old programme for students who will attend our school the following year, regular visits to the municipal library close by and volunteers from the Council of the Aged teaching students traditional crafts and games. Other services that families access are a Christian Pastoral Support Worker and a canteen.

STUDENT PROFILE

The student population is complex.

- A significant number of students require literacy support.
- 9 (7.3%) students are identified as Students with Disabilities
A = 1 D = 8
□ (6 in 2014, 8 in 2013, 11 in 2012, 19 in 2011).
- 100% of these students have language or communication disabilities.

- 44% of students are on School Card but a number of others are eligible (48% in 2014; 39% in 2013) we chase up those who are eligible but aren't accessing
- GOM students = 2
- Approximately 4% (5) of students are ATSI. (4 students - 3.1% in 2014; 2 students - 1.2% in 2013)
- 47.5% (58) are EALD students from 14 different countries (42.5% - 54 from 17 different countries; 42% -69 from 25 different countries in 2013)
- 3 students were case managed through ICAN funding

ENROLMENTS (as per day 6)

Year Level	2011	2012	2013	2014	2015
Reception	15	23	28	14	13
Year 1	21	14	16	13	13
Year 2	13	20	14	20	13
Year 3	14	17	19	12	22
Year 4	29	13	15	13	10
Year 5	29	36	16	13	17
Year 6	22	25	33	13	11
Year 7	27	23	22	29	15
TOTAL	170	171	163	127	114

TRENDS

- **Transient population**-but enrolments increased during year (41 students enrolled and 27 left)
- low SES, high public housing, demolition of 1950s trust houses replaced by many private houses and generally older people with no school aged students
- Clovelly Park PS and Darlington PS got NAP programme, taking many new arrival students (APPS once had 1.0 ESL teacher, now 0.5)
- Forbes PS CPC and pre-school can take enrolments

ATTENDANCE DATA

2015 DATA

Year Level	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %	Average/Yr
R	94.3	93.4	90.8	95.2	93.4
1	88.1	87.2	87.7	88.8	87.9
2	90.3	90.3	81.9	90.1	88.0
3	93.1	92.5	93.4	89.7	92.3
4	86.4	90.5	84.7	88.4	87.5
5	96.3	91.5	89.8	88.4	91.4
6	88.1	85.4	83.5	82.3	84.8

7	93.7	92.0	89.6	95.8	92.7
Ave Term	91.8	90.5	87.9	89.8	90.0

Although our numbers were 114 (day 6) students, attendance data is based on the 155 students who attended at some point during the year.

Absences continue to be an issue despite a number of measures put in place. It is generally a small number of students in each year level who account for the majority of absent days. A number of measures have been in place for a few years (listed below), which appear to have had minimal effect.

44% of absences are unexplained in 2015 (46% in 2014). 47 students (30%) R-7 have been absent > 15 days (44% in 2014; 39% in 2013; 57% in 2012). There were six referrals for attendance (12 in 2014; 12 in 2013; 5 in 2012).

Rec: 0 students of which 0 > 30 days

Yr 1: 8 students of which 3 > 30 days

Yr 2: 9 students of which 3 > 30 days (1 student absent 52 days/ overseas)

Yr 3: 7 students of which 0 > 30 days

Yr 4: 4 students of which 2 > 30 days

Yr 5: 8 students of which 4 >30 days

Yr 6: 9 students of which 6 > 30 days (3 students overseas > 30 days)

Yr 7: 2 students of which 1 > 30 days

Our 5 ATSI students make up 4% of total enrolment but three students left at the end of term 2 (the three were siblings and each absent 26 days during those terms). Remaining students (year 5 girl and year 7 boy had 48 days and 11 days absent respectively).

Reasons for truancy

- parents don't value school attendance/no consequence
- many students with large absences often have indifferent home situations.

What are we doing?

Referrals to School Support Services

Letters sent home regularly

Attendance Improvement Plan written and in place

Newsletter articles

Reinforced at staff meetings

Play is the Way games each morning to improve attendance

Talk with parents

Home visits by principal and attendance officer

STUDENT BEHAVIOUR MANAGEMENT DATA

Suspensions

	R	1	2	3	4	5	6	7	T
'12	0	0	5	1	0	0	2	0	8
'13	0	3	4	3	0	0	0	0	10
'14	0	0	0	2	0	2	0	0	4
'15	0	1	0	7	0	0	3	0	11

2014: 4 external suspensions by 4 students
 6 internal suspensions by 5 students
 6 take homes by 5 students

2015: 11 external suspensions by 3 students
 2 internal suspensions by 2 students
 1 take home by 1 student

- Play is the Way language culture being embedded and language consistently used
- Have concentrated on consistency of consequence, but tried to focus on positives
- SBM policy implemented consistently
- Zero tolerance for violence
- Staff feel supported
- Parent body aware and generally will support school measures
- Students support PITW culture

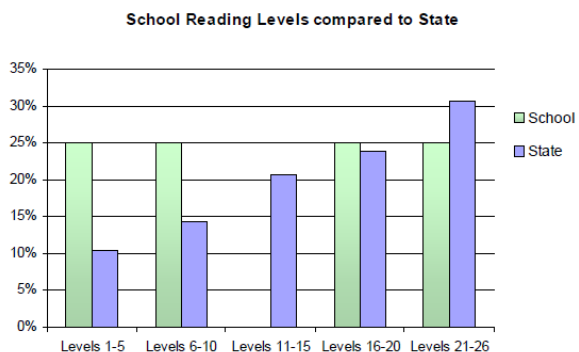
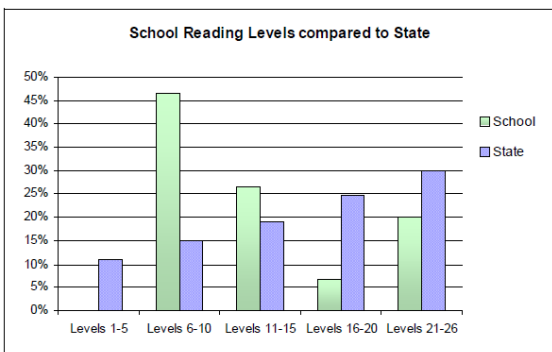
The culture at APPS has changed significantly recently. Behaviour issues are quarantined to a few students whose behaviours are generally not tolerated by all members of the school community.

Running Records Data

YEAR 1

2015

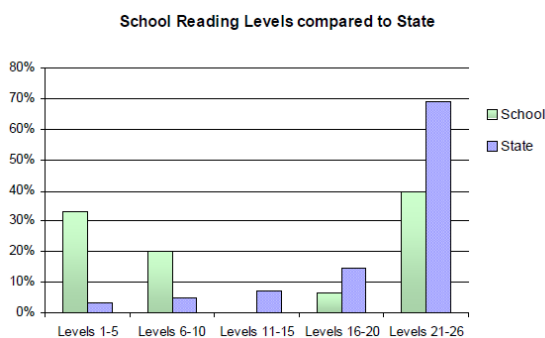
2014



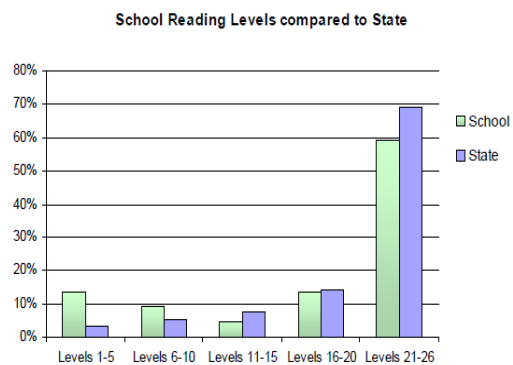
- School is over-represented in lower levels, however we have no student in levels 1-5. Students in lower levels are moving forward. 47% (7/15) of students achieved DECD standard. 42% (5/12) in 2014.
- All students did improve over the year
- Students not achieving SEA all had some extra support; 2 EALD, 2 NEP, 2 had many absences, 3 had < 3 terms at APPS

YEAR 2

2015



2014



- This group of students was extremely diverse in ability. 40% (6/15) did achieve SEA.
- 6 students at APPS for < 5 terms, 1 GOM student only 2 terms and had significant gaps in learning (since left APPS).
- 3 students EALD, 3 NEP students.
- All students who did not achieve SEA were provided extra support.

2015

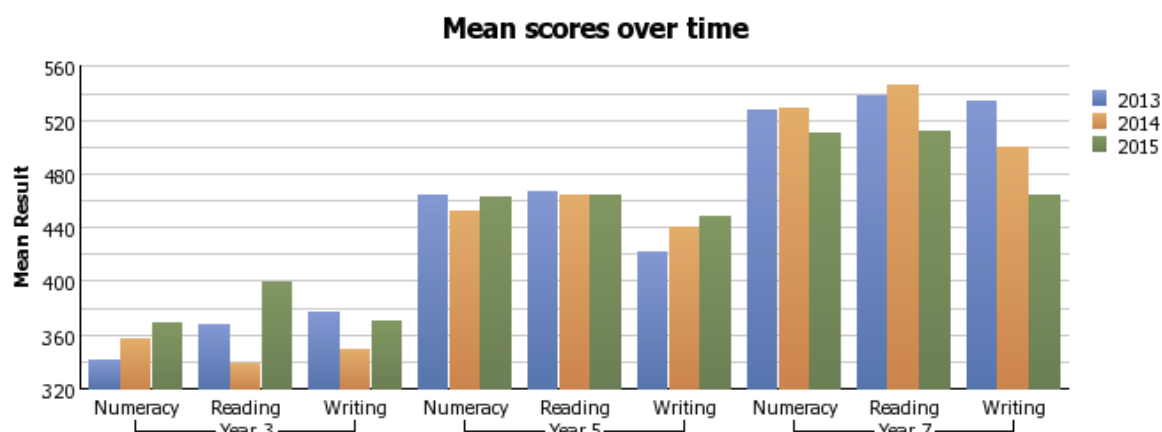
- Intervention support processes effective (Wave) but continually monitored
- 0.4 EALD teacher gave fantastic support to our significant numbers of EALD students (was 0.5 in 2014)
- Literacy blocks with reading focus
- Jolly Phonics/Grammar programme in place
- Markit data collection software introduced and used by all staff

2016 Commitment

- All students will be tracked through RR data. JP teachers will meet leadership twice/term to look at their class data and what will happen in pedagogy to support all students.
- Targeted staff meeting time for PLCs to discuss data and how will change classroom practice.

- Data and data analysis timetable publicised and adhered to.

NAPLAN Data



NAPLAN results are improving generally each year, in particular years 3 and 5. Year 7 results have declined in the past 2 years; however, the small cohort was adversely affected by 1 or 2 results. The transience of our school population is an issue when trying to track students, e.g. 30% of year 5 students were not at APPS for the year 3 test.

% of students who achieved NMS

Component	Year 3				Year 5				Year 7			
	2015 <small>16 students</small>		2014 <small>12 students</small>		2015 <small>17 students</small>		2014 <small>13 students</small>		2015 <small>13 students</small>		2014 <small>26 students</small>	
	Participated	Achieved	Participated	Achieved	Participated	Achieved	Participated	Achieved	Participated	Achieved	Participated	Achieved
Reading	84%	94%	92%	67%	94%	94%	100%	100%	100%	92%	93%	96%
Writing	84%	94%	92%	83%	100%	88%	100%	85%	100%	69%	93%	88%
Spelling	84%	94%	92%	83%	100%	88%	100%	92%	100%	69%	93%	96%
Grammar	84%	94%	92%	75%	100%	88%	100%	100%	100%	77%	93%	96%
Numeracy	84%	100%	92%	83%	94%	88%	100%	100%	100%	92%	89%	92%

Reading

- 13/14 reached NMS in year 7 (9-SEA : 2-UB)
- 13/17 reached NMS in year 5 (but 4 absent) (10-SEA : 2-UB)
- 15/16 reached NMS in year 3 (14-SEA : 8-UB)

Writing

- 10/14 in Yr 7 (5-SEA : 1-UB)
- 13/17 in Yr 5 (but 4 absent) (12-SEA : 1-UB)
- 15/16 in Yr 3 (13-SEA : 3-UB)

SPELLING

- 10/14 in Yr 7 (7-SEA : 2-UB)
- 13/17 in Yr 5 (4 absent) (13-SEA : 6-UB)
- 15/16 in Yr 3 (13-SEA : 6-UB)

GRAMMAR

- 11/14 in Yr 7 (7-SEA : 3-UB)
- 16/17 in Yr 5 (1 absent) (12-SEA : 4-UB)
- 15/16 in Yr 3 (15-SEA : 6-UB)

NUMERACY

- 13/14 in Yr 7 (6-SEA : 4-UB)
- 13/17 in Yr 5 (4 absent) (11-SEA : 3-UB)
- 16/16 in Yr 3 (12-SEA : 2-UB)

Estimated standardised student progress between 2013 and 2015 Lit/Num Tests

	YEAR 5				YEAR 7			
	Reading		Numeracy		Reading		Numeracy	
Progress	School	All students	School	All students	School	All students	School	All students
LOW	27%	25%	20%	25%	18%	25%	36%	25%
MEDIUM	40%	50%	47%	50%	64%	50%	45%	50%
UPPER	33%	25%	33%	25%	18%	25%	18%	25%

2015 POSITIVES

- JP and MP classes are consistent in their pedagogy using Jolly Phonics.
- Agreed testing and timelines
- SSO support using 'identified' wave model
- Use of Markit software for tracking
- 1:1 review of data with principal and deputy twice/term
- Literacy and Numeracy agreements in place

2016

- Formal 4 term calendar developed with data collection and reviews timetabled. 2015 Site Plan reviewed and 2016 written by all staff and reviewed each term.
- Key staff involved in Ann Baker numeracy days and will report to all staff.
- JP teach literacy in blocks at same time allowing students to be supported at all ability levels.
- Formal leader moderation training.

Staff Profile

23 staff members - 12 teachers and 11 SSOs, including the GSE and CPSW. There are nine experienced teachers who have taught at APPS for four years or more.

Current staff: 6 classes - 10 teachers are permanent, 2 are contract

Specialist subject teachers include Physical Education, Performing Arts, Teacher Librarian, EALD.

All teachers hold qualifications required for teacher registration in South Australia.

SSO Staff:

Four SSOs who have permanent hours.

Finance officer (37.5), IT officer (15), Front Office SSO (25), GSE (17)

In addition, there are six other SSOs employed in a variety of roles. Classroom Support for Students with Disabilities and Challenging Behaviours, Literacy support in WAVE programme, Quicksmart programme and organisation of community mentor programme.

The 2016 leadership team included the Principal and a Senior Leader.

The Senior Leader also managed Special Ed, Social Skills and the counselling role.

Staff have representation on all committees and Governing Council. Staff meet with designated line manager at least twice each year.

EALD, 2014

This year APPS was funded on 58 students at the August 2014 Census - receiving an allocation of 0.4 support time, which was delivered by Di Johnston supporting all identified students both individually and in small groups.

2015 Highlights

- 2015 Gymnastics Assembly
- All staff implement PITW games and Life Raft programme
- Specialist Soccer programme continues to grow; Specialist Netball programme begins
- Wide variety of sports continues to be offered
- Camps
- Breakfast Club
- Panel Presentations for years 6 & 7 students
- Living Skills programme with year 6 & 7 students on leadership, persistence and resilience
- Mentoring (Flinders, Community and Wellbeing DECD)
- Cooking Club
- COTA ladies/Active Elders

- Recycling (R/1 class)
- End Year presentation and graduation night
- School monitors
- Graduate Qualities Programme
- Chess success
- Traditional athletics day continued to be a success
- Choir
- Great interaction between APPS, SASVI and Kilparrin students