



Ascot Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Ascot Park Primary School Number: 340

Partnership: Marion Inland

Name of School Principal:

Greg Cox / Julie Hibell (2017)

Name of Governing Council Chair:

Ali Murn (Morris)

Date of Endorsement:

14 February 2017

School Context and Highlights

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 123 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.

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 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 program conducted by SAPOL, adherence to Play is the Way and a Graduate Qualities program 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 program for students who will attend our school the following year, Kinder-gym each Wednesday for Ascot Park Kindy students, 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 Pastoral Support Worker and a very successful canteen.

Highlights

- Excursions and camps by all classes
- All staff implement PITW games and Life Raft program
- Specialist Soccer and Netball programs continues to grow
- Wide variety of sports continues to be offered
- Camps
- Breakfast Club
- Panel Presentations for years 6 & 7 students
- Mentoring (Flinders, Community and Wellbeing DECD)
- COTA Ladies/Active Elders
- Recycling (R/1 class)
- End Year presentation and graduation night
- School monitors
- Graduate Qualities Program
- Well supported athletics day

Governing Council Report

The Ascot Park Primary School Governing Council successfully governed the school for 2016, managing some new initiatives and improving existing programs with a view to increasing enrolments at Ascot Park Primary School. Key areas of focus were as follows.

Canteen - experienced a number of years of small losses, mitigated only by fundraisers and one-off event catering. The governing council's aim in 2016 was to bring the canteen into a sustainable financial position with a view to increasing the hours offered to a Canteen Manager. Through strategic planning the canteen increased takings and the Canteen Manager's hours were increased from 8 hours per week to 12 hours per week.

Out of School Hours Care Service (OSHC) - previously operated by the governing council had been shut down due to ongoing losses and lack of financial viability. The governing council and the principal were of the firm view that the lack of an OSHC facility at the school was a barrier to increasing enrolments and so external care providers were asked to apply to initiate and operate an OSHC service at Ascot Park Primary School. This operated until Dec when the governing council took over as the approved provider.

Fundraising - through various activities, raised \$2515

Dara School - In the second half of 2016, the principal was approached by the board of Dara School, a school for gifted and talented children, who were seeking the use of classroom space to operate their fledgling independent school.

The principal raised the proposal with governing council members who unanimously agreed that the income and reputation benefits of the proposal were attractive. A one year agreement was made and Dara school was assigned some space in existing under-utilised classroom space.

Site improvements - installation of night-time lighting on the school oval, increasing the quality and availability of school facilities for hire as well as electronic signs on the Marion Road frontage to attract attention and promote events.

Moving forward...

- Initiatives to increase enrolments
- Renewing the focus on academic outcomes for students as a means of improving the reputation of the school and its graduates
- Carefully managing the operation of the OSHC to increase financial viability and ensure compliance with relevant regulations and legislation
- Establishing policies and promoting advertising potential to local businesses
- Increasing the profitability of the canteen

Improvement Planning and Outcomes

2016

- Intervention support programmes effective but continually monitored. Students identified early and measures put in place
- 0.4 EALD teacher gave fantastic support to our significant numbers of EALD students
- Literacy blocks with reading focus
- Jolly Phonics/Grammar programme in place
- Markit data collection software introduced and used by all staff. Continually monitored by leadership

POSITIVES

- JP and MP classes are consistent in their pedagogy using Jolly Phonics.
- Agreed testing and timelines
- Sound intervention programmes (Quicksmart & Toosmart)
- Use of Markit software for tracking
- 1:1 review of data with principal twice/term
- Literacy and Numeracy agreements in place

EALD

This year APPS was funded on 59 students at the August 2015 Census – receiving an allocation of 0.4 support time, which was delivered by Sam Kennedy supporting all identified students both individually and in small groups.

2017 Commitment

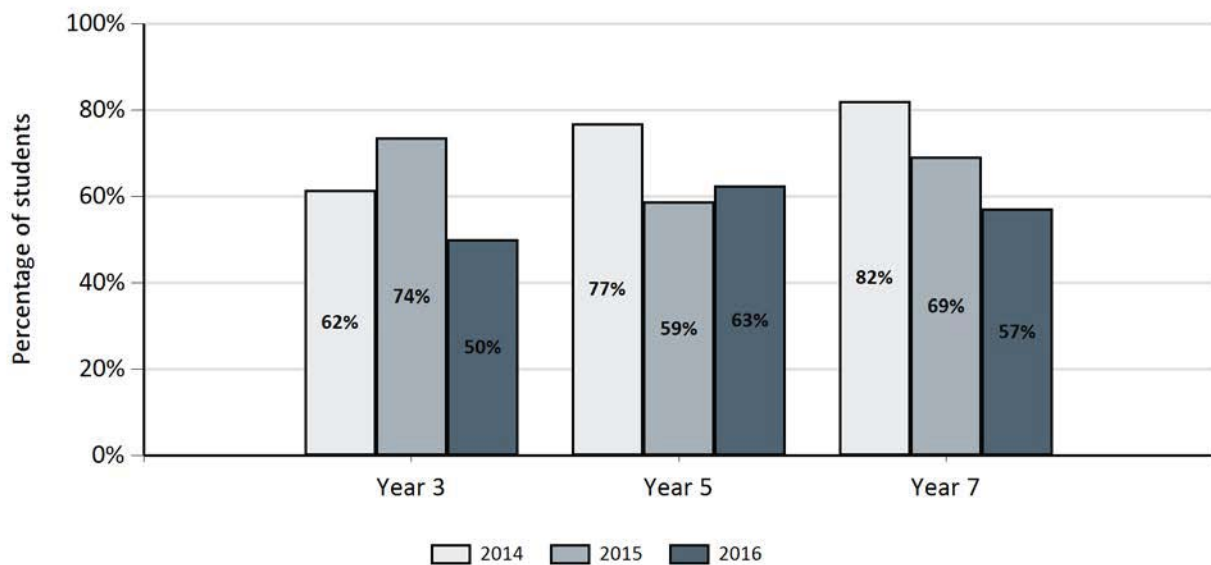
- All students will be tracked through RR data. JP teachers will meet leadership twice/term to look at their class data and what will happen in pedagogy to support all students.
- Targeted staff meeting time for PLCs to discuss data and how will change classroom practice.
- Data and data analysis timetable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

Performance Summary

NAPLAN Proficiency

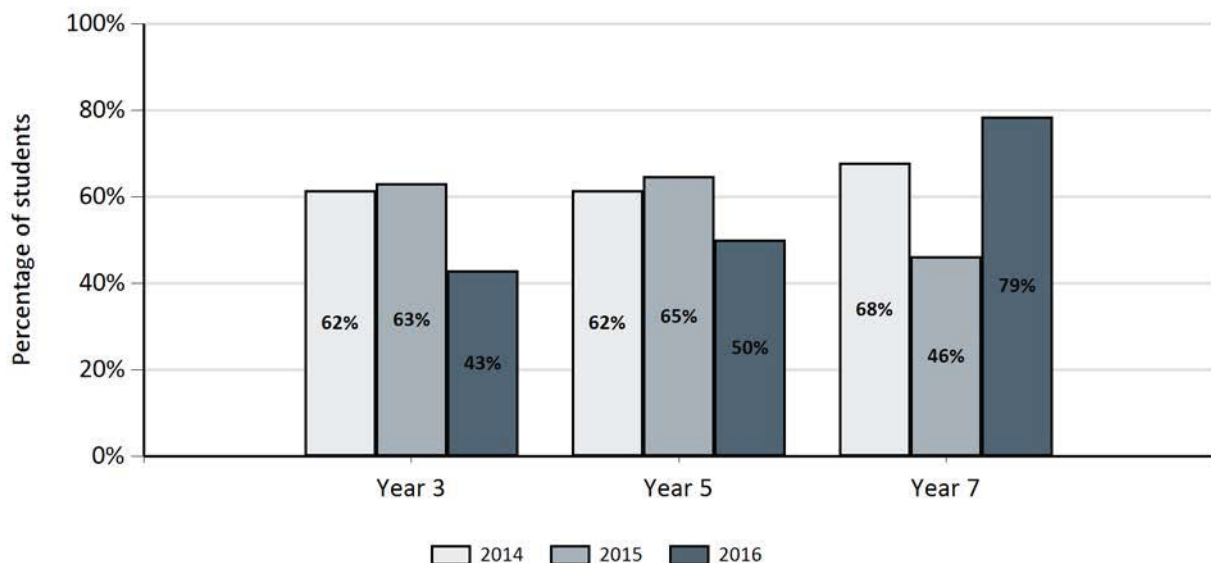
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	14%	33%	25%
Middle progress group	57%	44%	50%
Upper progress group	29%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	17%	22%	25%
Middle progress group	67%	44%	50%
Upper progress group	17%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	14	14	4	2	29%	14%
Year 3 2014-16 Average	15.3	15.3	4.3	2.0	28%	13%
Year 5 2016	8	8	2	1	25%	13%
Year 5 2014-16 Average	12.7	12.7	1.7	1.7	13%	13%
Year 7 2016	14	14	0	2	0%	14%
Year 7 2014-16 Average	18.3	18.3	3.3	4.3	18%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Running Records

- The year 1 group provided some significant challenges and many received extra support through intervention programmes.
- Year 2 students showed a pleasing improvement in all aspects

NAPLAN

NAPLAN results are steady and difficult to compare due to the great transience of students. We find students who have attended APPS for at least 2 NAPLAN tests improve.

Reading

- 9/12 reached NMS in year 7 (9-SEA : 0-UB)
- 5/8 reached NMS in year 5 (3-SEA : 2-UB)
- 7/11 reached NMS in year 3 (3-SEA : 4-UB)

Writing

- 7/12 in Yr 7 (7-SEA : 0-UB)
- 5/8 in Yr 5 (4-SEA : 1-UB)
- 11/11 in Yr 3 (7-SEA : 4-UB)

Spelling

- 11/12 in Yr 7 (9-SEA : 2-UB)
- 7/8 in Yr 5 (5-SEA : 2-UB)
- 8/11 in Yr 3 (4-SEA : 4-UB)

Grammar

- 11/12 in Yr 7 (11-SEA : 0-UB)
- 3/8 in Yr 5 (1-SEA : 2-UB)
- 7/11 in Yr 3 (5-SEA : 2-UB)

Numeracy

- 12/12 in Yr 7 (10-SEA : 2-UB)
- 5/8 in Yr 5 (3-SEA : 2-UB)
- 7/11 in Yr 3 (5-SEA : 2-UB)

Attendance

Year level	2014	2015	2016
Reception	85.9%	94.0%	89.3%
Year 01	85.8%	88.1%	93.8%
Year 02	89.1%	89.8%	92.2%
Year 03	86.5%	93.2%	84.7%
Year 04	88.7%	87.5%	93.2%
Year 05	91.3%	94.1%	88.7%
Year 06	88.2%	87.1%	85.1%
Year 07	89.0%	93.0%	82.1%
Total	88.2%	91.3%	89.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

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 which appear to have had minimal effect.

Strategies:

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

Behaviour Management Comment

15 external suspensions by 7 students 5 internal suspensions by 2 students
8 take homes by 5 students 3 exclusions by 2 students

Strategies:

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

Client Opinion Summary

no information available

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	23.3%
Other	1	2.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	31	72.1%
Unknown	1	2.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Teachers are screened through the Teachers Registration Board of SA as part of the registration process.

DCSI screening - SSOs, canteen manager, PCW, OSHC educators, pre-service teachers, and volunteers - certificates are sighted and kept on file

Teacher Qualifications 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	28
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	10.6	0.0	4.3
Persons	0	13	0	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	142233.55
Grants: Commonwealth	7,400.00
Parent Contributions	45,739.94
Fund Raising	4773.42
Other	41,455.14

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher supported implementation of Teaching & Learning Cycle and the moderation of writing samples for Language and Literacy Levels.	SMART goals set in ILPs
	Improved Outcomes for Students with Disabilities	SSO support -small groups and 1:1 support in line with NEP goals	SMART goals set in NEPs
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Supported identified students through additional SSO hours to work 1:1 or in pairs. Increased SSO support in class programs and small group support in literacy (MultiLit) & numeracy (QuickSmart)	
	Australian Curriculum	Australian Curriculum funding supported Partnership CPAC funding. Additionally T&D for all staff in task design and moderation in mathematics.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)	Funding used to set up specialist sport class and programs in netball, soccer and gymnastics.	
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Students supported to develop social and emotional skills, problems solving strategies to build & maintain relationships & develop leadership skills.	Vok (Voice of Kids) provided opportunities for decision making/problem solving.