2010 Annual School Report
Ashcroft High School

NSW Public Schools – Leading the way
Our school at a glance

Students
The number of students in 2010 totalled 622. Eleven per cent was Aboriginal and more than half were from Non English Speaking Backgrounds.

Staff
There were 50 full time teachers and an additional three temporary teachers supported by Priority Action Schools Program (PASP) funds. The executive consisted of the principal, two deputy principals, eight head teachers and one school funded, non-substantive head teacher student welfare.

Significant programs and initiatives
Quality teaching and student leadership continued to be a major focus for the school in 2010. Integrating literacy into daily classroom practice was a priority and focused on grammar. Aboriginal programs were once again a significant component of co-curricular activities. Performing arts and sport remained areas of notable achievement.

Student achievement in 2010
Students in Year 7 and 9 undertook the National Assessment Program – Literacy and Numeracy (NAPLAN). The Commonwealth Government sets minimum standards or benchmarks for reading, writing, grammar and punctuation, spelling and numeracy for students in years 3, 5, 7 and 9.

Literacy – NAPLAN Year 7
82.5% of students achieved at or above the benchmark in reading, 83.5% in writing, 89.3% in spelling and 69.9% in grammar and punctuation.

Numeracy – NAPLAN Year 7
85.3% of students achieved at or above the benchmark.

Literacy – NAPLAN Year 9
71.7% of students achieved at or above the benchmark in reading, 70.5% in writing, 83.2% in spelling and 77.0% in grammar and punctuation.

Numeracy – NAPLAN Year 9
78.7% of students achieved at or above the benchmark.

ESSA
Students in Year 8 completed the Essential Secondary Science Assessment (ESSA). They were one of several schools participating in the trial in the examination online. Our school performed similarly to like schools in our region.

School Certificate
Students in Year 10 achieved a total of two Band 6 and 17 Band 5 results in English, mathematics, science, history and geography. Students achieved a total of 389 results above Band 2. This represents 68% of the total student achievement.

Higher School Certificate
Band 6 results were achieved in English (Advanced), business studies, legal studies and two in music. Two Band 5 results were achieved in English (Advanced), general maths, mathematics, business studies (7), legal studies (2), ancient history (5), modern history (2), music (4), visual arts, hospitality (2), IT VET and retail. This represents 13% of the total bands awarded.

Messages

Principal’s message
Ashcroft High School continues to keep teaching and learning (Quality Teaching) at the centre of all educational endeavours. International research strongly supports this practice, so we have been able to develop sophisticated approaches to the work. This includes early drafts at providing our newly formed Student Leadership Council Quality Teaching team with the challenge of developing their own learning language so that they are able to instruct incoming Year 7 students on Quality Teaching expectations. This outstanding approach was highlighted at the first student symposium – a celebration of learning. We have been recognised across the state for our work, having presented to the University of Newcastle and invited to present in Canberra where all their schools are developing this approach. It is important to recognise the value of ensuring the pivotal role of teaching practice in this form. Literacy and numeracy outcomes are connected to this work, as are the critical elements of the whole child.
Our evaluation of this work allows us to identify the connection to individual classes, the curriculum, teaching practice and ultimately student improvements in educational outcomes. In addition, a lot of work is being done on developing Stage 4 individual learning plans, so that students will eventually be able to set their own targets based on comprehensive data from primary schools, NAPLAN and in-school assessments. Students will be encouraged to join in the life of the school, with a target of one third of all students as members of the many co-curricular leadership groups.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ted Noon

P & C and/or School Council message

We continued to have significant community involvement in the school throughout 2010 without the need to have formal meeting.

Miller outreach TAFE ran successful basic computing courses for our parents again in 2010.

A large number of Aboriginal parents provide wonderful support for our Aboriginal students and regularly attend meetings. They are regularly consulted regarding school directions and play an active role in shaping community response to issues for all students.

Several grants from council and business allowed us to broaden opportunities for community to engage with the school. A Coffee Club was established in 2010 and up to 50 women regularly met at the school and engaged in various workshops and discussion forums.

Community cooking classes operated throughout 2010. A group of parents and staff would meet on Tuesday afternoons and work together to create meals for families that were both tasty and nutritionally balanced.

Carmel McNamee (on behalf of the parents and community)

Student representative’s message

The model of student leadership at Ashcroft High School continued to evolve in 2010 where students became increasingly central to leading learning across the school. Student leaders were involved in the Student Symposium where the focus of students being at the centre of learning was showcased. Student leaders also developed and ran a session with Year 7 students on understanding quality teaching. In 2010, Samir Karnib was elected as an office bearer to the regional SRC, confirming the extensive work being done at the school level to take students into a 21st century leading learning dialogue.

Manal Awada and Samir Karnib

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>307</td>
<td>317</td>
<td>327</td>
<td>332</td>
<td>339</td>
</tr>
<tr>
<td>Female</td>
<td>301</td>
<td>304</td>
<td>281</td>
<td>290</td>
<td>283</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance
Student non-attendance is managed in the first instance by the roll class teacher. If poor school attendance continues it is investigated by the executive member in charge of attendance. If the situation is not resolved, the matter is referred to the Home School Liaison Officer (HSLO).

In 2010 the HSLO regularly attended the weekly welfare meetings and a consistent and structured approach of working between year advisers, executive member (attendance), HSLO and family contact saw the attendance rates rise in relation to the previous year.

For students over the age of 17 years for whom school enrolment is not a legal requirement, non-attendance is monitored by the class teachers in each subject. If poor attendance to class continues, the student is warned in writing to the parent or carer that they may be excluded from the course. If the situation is not resolved, the student is referred to the deputy principal who may then proceed with steps to exclude the student from school for unsatisfactory participation in learning.

Retention to Year 12

Post-school destinations

For the first time in 2010, students who were under the age of 17 and wishing to leave school at the completion of Year 10, were required to prove employment of engagement in further studies at another institution. Most students who left after Year 10 were successful in securing work and a small number continued their studies at TAFE.

75 students sat for the HSC in 2010 and 17 gained places at university. A significant portion of the remainder secured work and a smaller number are studying at TAFE.

Year 12 students undertaking vocational or trade training

75% and 12 students undertook a VET course. 81% of the information technology candidature achieved a statement of attainment working toward certificate II, and 31% completed specialisation studies leading to a statement of attainment towards certificate III. 39% of the hospitality candidature achieved certificate II and 94% of retail students achieved certificate II. In addition five students were enrolled in TVET courses and three students commenced a school based traineeship.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 75 students who sat for the HSC, 74 were successful in gaining the credential.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Community Liaison Officer</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>3</td>
</tr>
</tbody>
</table>

Staff retention

Staff retention from 2009 was 100%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
<td>501,060.96</td>
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<tr>
<td>Global funds</td>
<td>404,773.37</td>
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<tr>
<td>Tied funds</td>
<td>604,255.50</td>
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<tr>
<td>School &amp; community sources</td>
<td>112,194.17</td>
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<tr>
<td>Interest</td>
<td>25,157.45</td>
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<tr>
<td>Trust receipts</td>
<td>74,969.43</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1,722,410.88</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>138,790.21</td>
</tr>
<tr>
<td>Excursions</td>
<td>36,022.60</td>
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<tr>
<td>Extracurricular dissections</td>
<td>30,353.24</td>
</tr>
<tr>
<td>Library</td>
<td>8,763.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>734,767.41</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>51,041.13</td>
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<tr>
<td>Administration &amp; office</td>
<td>147,128.46</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>87,550.49</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45,452.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>103,738.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>30,161.18</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,413,769.33</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>308,641.55</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Students were provided with a range of opportunities to showcase their skills and abilities in 2010 both within and outside the classroom.

Achievements

Arts

- Sam Eli, Christine Garcia and Jordan Mose were selected for the Sydney South West Talent Identification Program. All students performed at a final concert at Revesby Workers Club on 9th of June.
- Diversity, a school based band D, consisting of Christine Garcia, Livi Tupu, Heta Aumale, Jordan Mose and Patricia Gatehau performed at the “Bring It On’ Concert held at Fairfield Showground. They were also invited to perform at the NSW Swifts netball game. Sam Eli and Patricia Gatehau were featured as solo artists during half time entertainment.
- Sam Eli, Hannah Brown and James Neil were selected to perform at Director’s Choice. This event features the best performers from South West Sydney. Unfortunately due to wet weather the show had to be postponed until Week 5 of 2011.
- The Vocal Group were selected to perform at the Schools’ Spectacular ‘Colour my World’ production. They were also selected to be part of the Moving Choir.
- Sam Eli was selected as a Featured Solo Artist at Schools’ Spectacular. He performed as a soloist in the opening act on the centre stage.
- Year 10 student, Tanya Pavez, performed for the South Western Sydney Primary Schools Concert. The performance was held at Mounties Community Club.
- The ‘Ashcroft through the Decades’ Concert saw over 165 students perform a variety of talented quality performances that focused on how Ashcroft has changed over the decades. The importance of quality teaching and learning was highlighted through dance, drama, music, visual arts, performing arts, band, choir, cultural dance groups and dance ensembles.
- A small number of students in Years 8 and 9 have formed the school technical crew. These students run the sound, lighting and vision during shows. 2010 saw these students take on an even greater role; they ran the Student Symposium on their own and many other shows as well.
- Performance ensembles in 2010 included the vocal group, Dance Company and Dance Ensemble. Tutoring occurred before and after school for HSC students and gifted and talented students.
- Hannah Brown performed with the DET NSW Arts Unit Jazz Ensemble. She performed at many events including a Swing Ball, the Manly Jazz Festival and the Arts Unit Showcase.
Talent Quest 2010 featured solo and duo dances, band performances, singing, group dances and instrumental pieces. The winners of the competition were Diversity for Music and Loren Carroll for Dance.

Annual showcase evenings for year 12 Music and Drama students allowed parents, friends and local community members to view HSC works in a supportive and encouraging environment.

Dance Company students were selected to perform at the South Western Sydney Regional Dance Festival held at the Bankstown Town Hall.

Dance Company students also made it as performers for the Schools’ Spectacular. They performed in a number of acts throughout the show.

The Primary Liaison Program for Drama and Dance continued for its sixth year. The middle schools ‘Performance Festival’ included our feeder schools- Heckenberg Public School, Ashcroft Public School, Sadleir Public School and Mt. Pritchard East Public School.

A group of students from Years 10 and 11 participated in the Digital Logic program run by Curious Works in collaboration with Casula Powerhouse. The students wrote, acted, directed and filmed their own movie. It will be screened at the Powerhouse in 2011.

Elective Arts students from Years 9, 10 and 11 participated in the Artside In Project. They met a sound artist and visited the NSW Art Gallery where they were given the opportunity to see what happens behind the scenes.

Sport

Swimming

Twenty five students attended Zone Swimming where Felicity Baker qualified for the Area carnival.

The Boys Under 12 relay team consisting of Daniel Parker, Vati Ikamu, Alex Dixon and Jarrod Nurthen qualified for and competed at the State Swimming Carnival.

Cross Country

Fifty two students competed at Zone Cross Country with seven students qualifying for Area.

Ben Williams finished second in Under 14 Boys at Zone Carnival.

Athletics

The school team placed second in the boys competition, third in girls and third overall at the Zone Carnival. First place was awarded on overall handicap percentages (number of students in the school).

Robbie Vai was the Under 14’s Zone Age Champion.

Forty two students in 47 individual events and three relays qualified for Area Athletics. This is the largest number of students we have had qualify for this level.

Joshua Brown (high jump and javelin) and Jordan Mose (shot put and discus) qualified for State athletics – Jordan won a silver medal in discus at the Combined High Schools state carnival.

Zone/Area/State/Australian Sporting Teams

Eleven boys were selected in the Bernera Zone sporting teams in touch football, soccer, volleyball, rugby league and basketball.

Fourteen girls were selected in the Bernera Zone sporting teams in touch football, soccer, volleyball and netball.

Area team places were awarded after trials to Penny Windhoer, Tiffany Baines, Johnathon Mose and Ben Williams for touch football, Junior Paulo for rugby league, Sam Leota for volleyball, Chris Mathers for lawn bowls.

Sam Leota captained the Area Boys Volleyball team at the state carnival. He was selected in the NSW team and travelled to New Zealand where he took part in the Trans Tasman carnival. He was then selected into the Australian Schoolboys team who competed against and defeated New Zealand.

Knowlout teams
Ten boys teams, nine girls teams and one mixed team competed in regional knockout competitions.

Boys University and Buckley Shield rugby league teams, girls netball, touch football teams and the mixed lawn bowls teams all won their early pool rounds and moved on to central venue days in their respective sports.

The girls netball team finished 6th in the Area, the first time our girls have placed this high.

Football

Both our girls and boys rugby league teams had much success in 2010.

Boys

Under 15’s 9-a-side were finalists in the Wests All Schools Nines.

Under 14’s won West’s All Schools tournament and qualified for the NSW All Schools competition where they were eliminated before the semi finals.

Under 13’s and Under 15’s Division 1 West Leagues Cup teams both finished top of their pools and lost in the semi finals of their respective age divisions.

Girls

Under 16’s finished runners up to Sarah Redfern in the NSW All Schools Competition.

The combined Year 9 and 10 girls won the Greater Western Sydney Championship, defeating Sarah Redfern.

The inaugural Rugby League Presentation Night was held to recognise excellence in rugby league. An Ashcroft ‘Team of the Year’ was announced, along with the presentation of other recognition awards. The night doubled as a fundraiser for a family highly committed to the program.

Sports Coaching

Students in Years 11 and 12 sports coaching convened the Bernera Zone Year 7 and Year 8 Gala Days in AFL. Students organised draws, refereed games, collated results and presented winning schools with certificates. This was the first time AFL had been contested at Bernera Zone gala days and were highly successful days that will be repeated again in 2011.

Sports coaching students also participated in a linkages program at Ashcroft Public School running AFL coaching sessions. As a result all students gained a certification as a Level O AFL Coach.

Awards

Maruia Taia received a Zone Blue for girls volleyball which is awarded to the best player in the zone in 2010.

Sam Leota received a Zone Blues ‘Principals Award’ for outstanding achievements as a Bernera Zone representative in several sports over several years. Sam was recognised specifically for his achievements in volleyball, athletics and basketball.

Sam Leota was awarded an Area Blue for volleyball to recognise his outstanding volleyball achievements over the years.

Junior Paulo was named the NRL’s Under 18’s SG Ball Rugby League Player of the Year.

Other

Students represented the Liverpool/Fairfield region at the F1 in schools NSW finals at Eastern Creek International Raceway on the 26th-27th October. Winning regional teams from all over NSW were present at the event.

Team TRS (Track Racing Systems) developed a F1 style race car that travelled down the 20 metre race track in 1.124 seconds. Students were judged on their 20 page Portfolio, Engineering specifications, Pit display stand and Team speech. The team competed in the Junior Professional category.
The TRS team was ranked 6th overall in NSW in the professional class. The SUDT team was ranked 3rd in NSW in the amateur class.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 7**

**Numeracy – NAPLAN Year 7**

**Literacy – NAPLAN Year 9**

**Numeracy – NAPLAN Year 9**
Progress in literacy

Students performed better against state and comparative school group averages in spelling and grammar and punctuation.

Progress in numeracy

Numeracy results are widely variable over the past three years. Lower results indicate a link with lower performance in reading and school based data which suggests that our students do not always transfer learning from one context to another.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

School Certificate relative performance comparison to Year 5 (value-adding)

The table below indicates the average mark achieved by students in 2010 in subjects that improved against their own scores when compared to the school average between 2006-2010, and/or performed better than the comparative school group in 2010.

Higher School Certificate

The table below indicates the average mark achieved by students in 2010 in subjects that improved against their own scores when compared to the school average between 2006-2010, and/or performed better than the comparative school group in 2010.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>-3.5</td>
<td>-0.1</td>
<td>-6.0</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>-3.7</td>
<td>-3.8</td>
<td>-4.7</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>-2.7</td>
<td>-4.7</td>
<td>-4.7</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards in 2010 are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Vibe 3 on 3

This year 40 of our students, both Aboriginal and non-Aboriginal, participated in the Vibe 3 on 3. The National Indigenous 3on3 Basketball and Hip Hop Challenge is a traveling sport and music festival that brings together Indigenous and non-Indigenous people for a fun day of basketball, dancing and music. The event encourages sportsmanship, teaches new skills, promotes healthy style choices and builds self-esteem, as well as promoting reconciliation at a grassroots level.

The Vibe 3on3 also provides an excellent opportunity for health services and related organisations to introduce themselves to the wider community. Vibe 3on3 enhances Indigenous pride through the promotion of Indigenous role models. It has also become a powerful mechanism for strengthening community pride and togetherness through collaboration and participation from all members of the community.

Combined Schools Aboriginal Dance Ensemble

This ensemble consists of Aboriginal students from not only our school but also students from Ashcroft Primary, Busby Primary, Heckenberg Primary, Sadlier Primary, and Mount Pritchard East Primary School. Together they produced two dances which are a mixture of traditional and contemporary choreography. Our dance ensemble was established to enable the Aboriginal students in our local feeder schools to not only learn about dance and their culture, but also to give them opportunities to build friendships and relationships with the staff and students at our school. We hope that the success of these relationships will mean these students have a smoother transition from primary school into high school.

Reconciliation Day

As a community with the Hoxton Park elders group and local feeder primary schools we gathered together to celebrate National Reconciliation Day. National Reconciliation Week celebrates the rich culture and history of the First Australians. This year marked the 14th anniversary of National Reconciliation Week, a time to reflect on achievements so far and to renew commitments to reconciliation by exploring ways to help create a better future for Indigenous Australians.

The theme for National Reconciliation Week 2010 was ‘Let’s see it through’. This theme is reflective of the journey we have taken so far as a nation, whilst also recognising that we still have steps to take. Not only as a nation are we moving forward in our efforts to see true Reconciliation,
but also as a school community and this is evident in the way we promote the true notions of Reconciliation; justice, recognition and healing.

This year we were privileged to have The Honourable Linda Burney as our keynote Speaker. Minister Burney is an elected member of the New South Wales Legislative Assembly. She was elected as the ALP member for Canterbury in 2003 and is the first Australian Aboriginal person to serve in the New South Wales Parliament. Minister Burney is currently the Minister for the State Plan and the Minister for Community Services.

‘Hands On’ TAFE Partnership

The ‘HANDS ON’ program is a joint partnership between South Western Sydney Region and TAFE. It aims at supporting young Aboriginal and Torres Strait Islander students in school and keeping them engaged in education. The ‘Hands On’ program provides students with an opportunity to participate in a variety of ‘TAFE taster’ programs in order to gain new skills in an alternative learning environment. In 2010 we had seven Aboriginal students undertake the taster courses and six students who went on to do either hairdressing, automotive mechanics or spray painting, introduction to nursing or sport and recreation. This program was highly successful and has proved to be extremely beneficial to the participants.

Aboriginal Buddy Camp

For buddy camp this year our Aboriginal students and their non-Aboriginal buddies attended Lands Edge Campsite which is located in Chowder Bay Mosman NSW. Year 6 Aboriginal students from our local feeder schools were also invited to attend our camp as part of our middle schools transition program. This year’s camp was centred on the sharing of cultural knowledge and team building. The students were lucky enough to participate in the Boorlarng Nangamai program delivered by a local Aboriginal Elder. The program explored local Aboriginal history, taught about traditional weapon uses and grass weaving.

Aboriginal Community Christmas Luncheon

This year our school, Aboriginal community, feeder primary schools and the interagencies we have worked with throughout the year gathered together to celebrate the year that was and the achievements of not only our students, but also our community and the strong partnership we have with them. At this year’s luncheon we were able to celebrate the year that was with over 70 parents and community. It was a very successful event and a lovely way to finish a great year.

Norta Norta Program

The Norta Norta program aims to accelerate learning for Aboriginal students in Years 7, 8 and 9. Tutoring is available for all subjects with an emphasis on literacy and numeracy. Our in-class tutor has been working with students in class and assisting them with note-taking, organization, understanding content and assisting students with preparation for assessment tasks. We believe that this program has been highly beneficial to the students involved and look forward to continuing this program in 2011 in cooperation with both school and family communities.

South West Sydney Region Aboriginal Student Achievement Awards Ceremony

In November this year we nominated seven of our Aboriginal students for an Aboriginal Student Achievement Award. These awards acknowledge outstanding achievements of Aboriginal students in the areas of culture, courage and commitment, literacy, numeracy, sporting achievements, attendance and leadership, citizenship and community services. Of the seven students we nominated five were chosen to receive an award for their year group and category. Our Year 12 students also received a KARI congratulatory award for completing Year 12. The awards ceremony provided an excellent opportunity for our students to be recognised and celebrated for their achievement.

Deadly Didgz – South West Sydney Didgeridoo Ensemble

A group of eight students from across South West Sydney Region were chosen to be involved in a didgeridoo ensemble that would be used to perform across the region at various events and special occasions. Our school was able to have two of our Indigenous students involved in the ensemble. For these two students the ensemble
provided for them an avenue to not only utilise their talents but also gain a deeper cultural understanding as well.

**Multicultural education**

Our Pacifica community liaison officer Mr Asa ran several meetings for Pacifica parents in 2010. The focus of these meetings was to ensure community understanding of school expectations and Board of Studies requirements.

**Respect and responsibility**

The school continues to promote the expectation that all students have to right to expect a school where bullying will not be tolerated and where the rights of all community members are respected. In 2010 several initiatives supported this approach.

- Ashcroft High School continues to use Mind Matters resources to educate students on their rights and responsibilities in regard to preventing bullying at school. Students are explicitly taught this during their Pastoral Care sessions. Students develop a sense of self-worth and skills in building and maintaining effective relationships. Students feel a strong connection to school and are empowered to, with the help of the Student Leadership Council, make changes to improve their school.
- The Peer Support program gave 24 Year 11 students the opportunity to develop leadership skills by working with Year 7 students as they transitioned into high school.
- Selected boys from Years 8, 9 and 10 participated in the Rock and Water program run by a Salvation Army School Chaplain. This program fosters non-violent problem solving strategies and encourages students to take on leadership responsibilities within the school.
- Selected Year 7 and 9 girls participated in small group mentoring sessions run by a Salvation Army School Chaplain. The girls were encouraged to become involved in Operation Christmas Child where they prepared shoe boxes of small gifts to be sent to children in developing countries. The girls developed skills in team work and developed a greater understanding of themselves and the world around them.
- Eight students from Years 7 and 8 were given the opportunity to attend a Youth Camp hosted by the Salvation Army. Students developed skills in team work, were challenged with new activities and developed self-confidence.
- The school choir visited a local nursing home at Christmas and performed for the residents as part of our reaching out to the community initiatives.

**Priority Action Schools Program (PAS)**

The school continued to be funded by the PAS program in 2010. PAS funding supports:

- our academic partner from the University of Newcastle Dr Wendy Miller
- an allocation to head teachers to facilitate the implementation of Quality Teaching
- additional temporary teacher appointments to our school, enabling us to keep class sizes smaller than comparably sized schools
- additional student support services including counsellor time and our Pacifica community liaison officer.

**Other programs**

**Quality Teaching**

In 2010 the Quality Teaching team supported faculties through a saturation approach of one faculty at a time. The team supported them in unpacking NAPLAN results and using student data to support the classroom teacher in applying this to the individual learning needs of each student in the class. The faculties were guided through developing tasks that differentiate learning approaches and strategies. Unit overviews were designed to help both staff and students see the learning objectives in each unit and to allow the student to unpack what is needed to reach the highest level of learning in that unit or program. Strategies such as lesson study, teacher/head teacher professional reflection journals, continued as did work on assessment tasks and their alignment with the A-E reporting structure. Student engagement with the Quality Teaching
Framework continued to be a primary focus for the Quality Teaching team.

**Students and Quality Teaching**

Student Leadership Council members from the Quality Teaching portfolio team worked with our academic partner on unpacking the elements of the framework so that they would be able to teach particular elements to year 7 students. The aim was to promote the idea that students are partners in their own learning and therefore they need to have the practice of teaching and learning demystified so that they can take responsibility and be participants in learning. The students were able to simplify the elements into a series of power point presentations. This work will continue into 2011 with a need to move away from the language of the framework into student friendly language.

**Faculty review process**

In 2010 term four both deputies observed and coded a lesson from every staff member in the faculties they supervise. A student focus group provided by each faculty was part of this process as well as student work samples. The coded lessons provided valuable insight, and staff guided by their head teachers, were able to compare their codes in each element to an average across the school in each element. This provided crucial feedback for all involved and allowed for individual targets to be set with each member of staff.

**Professional learning journals**

Head Teachers in 2010 were asked to keep a professional learning journal to diarise their conversations with their staff.

Head Teachers were given specific ideas about what to include in their journal. The focus of the journal is to record the dialogue between teacher and head teacher to ensure professional development and support in improving classroom practice. Head teachers continued to have a four period allowance to support their staff in the understanding and implementation of the Quality Teaching Framework in their programs, lessons and classrooms. The journal must provide evidence of lesson study, head teacher coding sheets, professional profiles and recorded dialogue between the head teacher and each teacher on their staff. The head teacher journal was required for the faculty review processes which took place once per semester. A similar journal for classroom teachers was developed for implementation in 2011.

**Student Leadership**

**Student symposium**

In July 2010 our student leaders designed, coordinated and presented a student symposium to “showcase student learning”. Students demonstrated their learning with a particular focus on co-curricular activities. The audience of this event included Regional DET guests, principals from primary and high school, as well as dignitaries and guests from the community. The showcase itself was filtered through the Quality Teaching Framework to ensure the engagement of the audience.

The event was totally run by students and was delivered in a way that engaged all the senses of the audience, through light, sound and interaction. Two big screens related each presentation back to the elements of the QT framework. The sense of stage was challenged with students presenting from the back of the hall, to the front, to centre and spotlights were used to move audience attention. The audience sat at tables which included a student representative who lead the table through the coding of the symposium itself. The symposium gave the students an opportunity to share and celebrate their learning and leadership with an audience of 250 guests. It also highlighted the strong relationship with our community and the sense of family that has been achieved as we shared in the pride of students leading learning.
Business Partnerships – Lloyds Manager Matching Program

THE LLOYDS PROGRAM is a manager matching program in which eight students from Year 11 are selected and mentored by managers from Lloyds International. In 2010 the selection process for this program allowed students an opportunity to demonstrate their skills and leadership potential by emulating the real world process of seeking employment.

Applicants submitted a written expression of interest, which was culled by a panel of members from the senior executive, the program coordinator and students who had previously participated in the program. The panel interviewed the culled selection of applicants based on merit and their performance in the interview.

Students selected were each partnered with a manager mentor to work on their chosen project over a 10 week period. At the completion of the project, students gave a presentation at a closing dinner attended by parents, staff members, the Principal Ted Noon, the students’ managers from Lloyds International and the Lloyds International CEO.

The program has been running for approximately six years and continues to receive very positive feedback from students, parents and teachers. There was a noticeable difference in the students’ confidence, time management, communication skills and work ethic. The program has allowed for the development and expansion of students’ leadership skills. This is evident by several of the students’ contribution to senior student leadership within the school post their involvement in the program. The application and selection process for the program this year allowed for the school to strategically plan for sustaining the skills developed by the program.

Middle Schools

Reflection was the theme of middle schools initiatives in 2010 and work concentrated on establishing which previous projects had been most successful.

Practical dance workshops are continuing to be a creative and exceptional way for students to develop their confidence and performance skills. They allow students to be innovative and creative with their peers in a sociable environment. Dance teacher Rebecca Campbell has been working with our feeder Primary schools teaching dance performances for the stage. Students are continually showing a keen interest in the Performing Arts and all students look forward to showcasing their dance items. The excellent performances that result from these workshops were showcased at the 2010 Western Liverpool Festival of Performing Arts and Ashcroft High School Middle Schools Festival.

Vocational Education

- School based delivery of vocational education courses (VET) included hospitality, information technology and retail.
- Five vocational education teachers delivered the courses and three more, one in Retail Services and two in Sports Coaching were trained for delivery in 2010.
- 69% and 75% of Year 11 and 12 students respectively undertook a VET course. 81% of the information technology candidature achieved a statement of attainment working toward certificate II, and 31% completed specialisation studies leading to a statement of attainment towards certificate III. 39% of the hospitality candidature achieved certificate II and 94% of retail students achieved certificate II. In addition five students were enrolled in TVET courses and 3 students commenced a school based traineeship.
- Forty students received work placement achievement awards from their VET employers. These awards indicate that the employer would highly recommend the student.
- Vocational education continued in pastoral care periods for Year 10 students where the Work Ready Program was delivered. This
program prepared Year 10 for work experience. Twelve senior students were given mock job interviews to prepare them for the workplace and Sign Up For a Job Day. All students attending the day received offers including aptitude tests and follow up interviews for apprenticeships and traineeships. Fifteen students completed work experience at the end of term 3.

- Vocational education lessons were delivered to Year 9 students in pastoral care periods in term 4. This took the form of scenario activities from The Real Game program.
- Students had the opportunity to access vocational information in a number of ways. Six students attended a hands-on army day at Holsworthy Army Base. Eighty Year 10 and Year 12 students explored career options at the Careers Market. Fifty-five students visited the Miller TAFE expo and twelve students interested in careers in health visited Liverpool hospital.

**Progress on 2010 targets**

Targets are projected as part of a three year plan.

**Target 1**

*An increase from 56% to 70% (65 for 2010) of student’s growth in NAPLAN Numeracy from Year 7-9 of at least 40 marks over the three years.*

Our achievements include:

- 42.5% of students achieved greater than 40 point growth in NAPLAN Numeracy in 2010.
- Numeracy skills were observed within programs and lesson observations within the faculty review process each semester.
- We identified the need for transference of numeracy skills via knowledge integration and connectedness as an area of staff development in the semester two faculty review process and continue to work in this area.
- All teachers were provided with a thorough analysis of numeracy skills and deficit via SMART Data analysis.

**Target 2**

*An increase from 61% to 75% (66% for 2010) of student’s growth in NAPLAN Literacy from Year 7-9 of at least 40 marks over the three years.*

Our achievements include:

- 42.5% of students achieved greater than 40 point growth in NAPLAN Literacy in 2010.
- A whole school approach to teaching grammar (GPS) was sustained throughout 2010. Growth in this area was greater than 40 points for 49.45% of students.
- Explicit teaching of literacy strategies was observed in both programs and classroom observations. Similarly to numeracy, the need for teacher to make literacy connections explicit and integrated was identified as an area of continuing work.
- All teachers were provided with a thorough analysis of literacy skills and deficit via SMART Data analysis.

**Target 3**

*100% of teachers will have their lessons observed by colleagues using the Quality Teaching model and an across-the-school common lesson structure. Student leaders will be trained in the Quality Teaching model and code co-curricular activities.*

Our achievements include:

- 100% of teachers were observed and coded by their colleagues throughout 2010. The deputy principals undertook a faculty review of every teacher in Term 4.
- Common lesson structures including the use of unit overviews, literacy/numeracy lesson focus, and clear lesson beginning and end processes were observed.
- Student leaders were trained in the Quality Teaching model and undertook coding of co-curricular activities, most notably the Student Symposium held in July.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of student support services and Year 7 Literacy classes.

Educational and management practice

The provision of student support services across the school.

Background

The structure and provision of personnel and programs to support students was identified as an area for review as there had been an increase in this area of need over the past two years.

Findings and conclusions

Student support staff had traditionally been accommodated across various staff rooms and were nominally supervised by the learning support team. Students were identified via the learning support and welfare teams and allocated to either an individual or program for support accordingly.

There had been an additional community liaison position created in 2009 (Pacifica) and supplementary counsellor continued to be funded via business links (Lloyds).

A new faculty was created to ensure that support services had a structured and coordinated approach which aimed to provide the maximum access to a finite resource. Funded via PAS, the team is led by Anna Canobra, a highly experienced history teacher with a background in support teaching for students with learning difficulties. Under her leadership, the team encompasses STL, ESL, the counselling team, all teachers’ aids and in-class tutorial support, our Aboriginal Education Officer and Pacifica liaison officer.

Future directions

This new model will be formally reviewed again in 2011 as we look towards it as a blueprint for the National Partnerships program in 2012.

Curriculum

Year 7 Literacy classes.

Background

For the first time in 2010, all Year 7 students had three periods dedicated per week to literacy. This was in response to our concerns about lower than expected NAPLAN results in Year 7 and an indication that the transition to high school would be supported by reinforcing a core area of study in Stage 3.

Findings and conclusions

Students and teachers were surveyed to indicate the success of the program and its format for 2010. Students reported that they enjoyed learning via interactive games and discussion about language with their teacher. Classes which were the most successful were led by staff who tailored the program to their class and incorporated their own skills in interests.

Staff were allocated to the classes post the primary timetable allocations. In some cases, this resulted in split classes and one class having several teachers throughout the year as a result of fluid staffing. In a course of three periods per cycle, this was not ideal for continuity and rapport.

Future directions

The program continues in 2011 with additional activities incorporated to provide more flexible and interactive learning experiences. Expressions of interest were sought at the beginning of timetabling for teachers wishing to be allocated a literacy class. In 2011, there are five Year 7 Literacy classes taught by two classroom teachers, one head teacher and both deputy principals.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2010 the Quality Teaching Market Day formed a major component of the school development days at the end of Term 4. Teachers overwhelmingly reported their positive feedback and support for colleagues who led sessions across the days including laptops for learning, literacy, differentiation and classroom rapport. The faculty review process undertaken in Term 4
was highly valued by teachers and executive alike. The opportunity to share and rejoice in the intricacies of classroom practice across the school was seen as a highlight to much of the work in quality teaching over the previous years.

**Professional learning**

The average expenditure per teacher on professional learning was $540. All teachers participated in the least three professional learning opportunities at the school level. All teachers had opportunities to attend professional learning external to the school in their specific area of interest.

The school prioritised the following areas for professional learning:

- implementing the Quality Teaching Framework
- syllabus implementation
- leadership and career development
- welfare and equity
- literacy and numeracy
- new scheme teachers

School based professional learning in 2010 included:

- quality teaching workshops
- curriculum differentiation
- literacy in the classroom
- lesson study
- laptops for learning
- network meetings for executive staff

**School development 2009 – 2011**

**Targets for 2011**

The following targets are the third part of a three year plan, and have been adjusted to project a realistic outcome.

**Target 1**

*An increase from 56% to 65% (adjusted from 70%) of student’s growth in NAPLAN Numeracy from Year 7-9 of at least 40 marks over the three years*

Strategies to achieve this target include:

- Review and identify data and provide professional support for staff
- Provide continued support for all faculties through the use of common strategies including common language. Head teacher journals will be used to register explicit teaching strategies.
- Continued development of generic skills across all faculties, and all lessons are to commence with stated identified key numeracy objectives were appropriate. Skills to be inclusive in specifically allocated 3-period program per fortnight for Year 7.

Our success will be measured by:

- Targeted sample assessments in Year 7 and 9, in order to determine appropriateness of programs of support.
- Generic numeracy skills are explicit in all teaching and learning programs.
- Evaluation of Year Seven 3-period program regarding its effectiveness

**Target 2**

*An increase from 61% to 66% (adjusted from 75%) of student’s growth in NAPLAN literacy from Year 7-9.*

Strategies to achieve this target include:

- Review and identify data and provide professional support through grammar programs with identified staff in each faculty
- Implement a GPS (Grammar, Punctuation and Spelling) program and resources for all staff.
- Develop and implement an audit of random classes across the school, to identify and note the full implementation of literacy specific skills in lessons.
- Continue to develop the Quality Teaching model with literacy as an inclusive skill,
together with an additional focus of 3-periods per fortnight in Year 7

Our success will be measured by:

- Targeted sample assessments in Year 7 and 9, in order to determine appropriateness of programs of support.
- Generic literacy skills are explicit in all teaching and learning programs, and are evident and explicit as part of all lessons across the school.
- Effectiveness of the Quality Teaching model and matching SC and HSC data related to literacy
- Evaluation of Year Seven 3-period program regarding its effectiveness

**Target 3**

*(Teacher Quality)* 100% of teachers will have their lessons observed by colleagues including the deputy principals using the Quality Teaching model. Data to be collected and collated and a report developed. **Student leaders to be trained in the Quality Teaching model and to coding of co-curricular activities.**

Strategies to achieve this target include:

- All teachers will have their lessons coded using the Quality Teaching model. Coaching of teachers will be applied, with follow-up by head teachers. Data will be collected and recorded, including matching SC and HSC. Student focus groups will assist in triangulating the data.
- Teaching and learning team to provide support on a differentiated curriculum across faculties.
- Head teachers to provide support, coaching and feedback processes for each of their teachers, utilising NAPLAN data and various data sources for analysis. Head teachers and teachers to provide learning journals and a review of faculties to support learning improvements.
- Student leaders develop innovative projects utilising the Quality Teaching model as part of a new leadership program to support student learning, and to include coding of co-curricular activities as a critical adjunct to student motivation and learning.
- Individual learning plans to be developed for all stage 4 students, incorporating primary data, NAPLAN and student developed targets.

Our success will be measured by:

- Faculty review each term to determine progress and use of head teacher and teacher journals.
- Student leadership Council QT team to develop a model that is student-friendly and breaks down the language of QT in a way that supports student understanding of a quality classroom environment.
- All teacher coded data to be included in an excel spreadsheet where the mean of each element and whole school means will be used to support individual teacher and faculty feedback. Each teacher and head teacher will be coached. A report will outline whole school trends. Literacy and numeracy strategies will be matched with the report.
- HSC and SC data to be determined over a five year trend, to match a trend in literacy outcomes (attached to the QT model and the focus on Intellectual Quality) as a correlation with teaching and learning approaches over this period.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Ted Noon, Principal
Ms Kylie Landrigan, Deputy Principal
Mrs Teena Haslehurst, Deputy Principal
Ms Janese McPherson, Aboriginal Education Officer
Mrs Carmel McNamee, Parent

School contact information

Enter School name
Enter School address
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Web: Enter here
School Code: Enter here

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: