

Ashfield Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ashfield Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Damien Moran

Principal

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Message from the Principal

Underlying all that happens here at Ashfield Public School are three areas, wellbeing, engagement and learning, which shape and direct our educational environment.

The first area, wellbeing, is our commitment to creating a whole school environment that makes every person feel happy and positive. We do this by focusing on the eight wellbeing goals – responsible actions, resilience, respectfulness, being fabulous, safe and inclusive, a friend and a learner. These wellbeing goals are our shared understanding of how we are to behave and interact while we are at school; they are our shared understanding that wellbeing is important because when we feel good about ourselves we can achieve so much more.

Some statistics show that our school wellbeing system is very robust and is actively and consistently embraced across the school. Throughout 2016 over 12,000 Certificates of Success, 1,200 school awards and 95 school medals were presented to our students. We are so proud that every school day our morning lines provide the opportunity to put forward the very positive message that wellbeing enables all of us to achieve success. Wellbeing is firmly embedded in our whole school culture of school excellence.

The second area, engagement, is our school's commitment to offering a wide range of learning opportunities for every child. This year students have competed in many exciting activities including the Sydney Eisteddfod, the Tournament of Minds, the Premier's debating competition, the Maths Olympiad, Multicultural Speaking Competition, Spelling Bee and the Robotics program which included the Robo and Beebot Cups. Students have also participated in Operation Art and performed at the Sydney Town Hall in Celebration Sing Out. Each week students are able to join in the drumming club, Glee club, the soccer game before school and during break times, the junior or senior choir, the recorder group, times table club, computer coding club and typing class. Other initiatives on offer at our school include Abacus maths, ICAS tests, the school band and German lessons.

A wide range of enjoyable things to do at school is important because when students are engaged they feel a sense of belonging and connectedness. When students come to school cheerful and excited to participate they are more attentive and focused learners. Making diverse and interesting activities available at our school is about creating a highly motivational educational environment in which students are most likely to achieve better learning outcomes.

The third area, learning, is about creating a challenging academic environment that enables students to achieve at high levels of performance. At our school we are focused on designing and implementing teaching strategies and programs that respond to the learning strengths and needs of students. We have a continued focus on interventions through the explicit teaching of literacy and numeracy with every child meeting or exceeding minimum proficiency. This includes implementing programs such as Multilit, Reading Recovery and Speech Pathology that respond to individual learning needs. It also includes focusing on accelerating learning for students with the opportunity to think critically and show deep understanding across a wide range of challenging and interesting topics.

Learning success in 2016 has included establishing partnerships with Fort Street, Tempe and Canterbury Boy's High Schools to access facilities and equipment and share teaching expertise. It has included a Term Three environmental focus which was about developing our students as informed and reflective citizens able to apply skills and understanding in an authentic educational context. It has included the development of the L3 language, learning and literacy program to target text reading and writing in the early years. It has also included the continued development and strengthening of the Accelerated Reader, Computer Coding, Philosophy, the Science Fair and Tinker Time initiatives.

2016 has been a very productive year. At the centre of sustaining and accelerating wellbeing, engagement and learning has been the dependable involvement of our fantastic parents. Throughout the year the P&C has successfully organised school events which have greatly contributed to what makes our school so great. Parents have continued to operate the class parent initiative, gardening club, gift stalls and canteen. They have worked alongside teachers to provide support in the classroom, to make contributions during parent forums and to coordinate events such as the Harvest Festival, Bring and Buy Sale and Halloween disco. Parents are always appreciated and valued for the positive effects they have on student achievement and the overall better performance of our school.

Of course then, wellbeing, engagement and learning at our school also depend upon the wonderful work and fantastic attitude of our teachers. At our school our teachers have a genuine care for each other; they have a respect for parents and a wondrous passion for teaching children. Throughout 2016 teachers have been very busily evaluating the effectiveness of their teaching practices and programs, including measuring the growth and achievement of their students and planning for ongoing achievement. Understanding student achievement is important as it enables teachers and the school to focus investment and effort on what works best. Teachers do their job consistently well, always with an eye to how make improvements, and always with smile.

Finally at the heart of wellbeing, engagement and learning are our students. The joy with which our students come to school each day to participate and achieve is readily observed, especially by visitors who often pass comment on the happy atmosphere of our school. Wellbeing, engagement and learning about giving our students the confidence and opportunity to develop their ability to be self-motivated learners with the personal resources for success.

The Ashfield Public School report card is out and we are indeed delivering and achieving terrific things in wellbeing, engagement and learning. Congratulations to every person – it is wonderful to be part of our school community as we work collaboratively with our focus on giving every child, every opportunity.

Damien Moran

Principal

Message from the school community

2016 has been another wonderful year to be involved with Ashfield Public School P&C.

The parent and family community provides support to the school through running special canteen days, writing grants, caring for our gardens, running fundraisers & clubs and contributing to school matters as required.

This year has seen some traditional fundraising, such as the much-loved Mother's Day Stall. The goods are donated or handmade and students have an opportunity to buy something for mum or special carer. This empowers students by promoting independence and a sense of gratitude. It is a success year after year, and together with our other stalls, raises over \$4000.

Special thanks go to our volunteers Grace Huntley & Elaine Ramiro for running our lunch canteen in Terms 1 & 2, and delivering delicious, healthy food at our special events. Harmony Day in Term 1 and the Harvest Festival in Term 3 were both highlights for the canteen. This valuable resource is run entirely by volunteers. Thanks go to all who have supported the canteen through planning, shopping, prepping, cooking, serving, and keeping our Canteen in good shape.

Our gardens have been growing, supported by the work done in Wednesday afternoon Garden Club. Thank you Sarah Le for your commitment to co-ordinating and planning this group for the last three years.

Our grants coordinator Elizabeth Lechlein has also been busy, working to write and implement successful grants to make improvements to our school.

Coding Club has continued on Thursday mornings before school, and for many students has been a fantastic introduction to computer coding concepts. Thank you Francis Le, Heather Smith & Ethel Talty for providing your time and expertise.

Our Second-hand uniform shop has continued to grow and thrive. The shop provides a valuable service for our community, is a sustainable practice, and continues to raise money for our school. Thank you to all who support it.

Some of the other ways the P&C have supported the school in 2016 have been through:

- Supplementing the cost of Years 5 and 6 camp
- Assisting with the costs of Year 6 T-shirts and the Year 6 Farewell
- Buying new musical instruments including Drums & Recorders, and music stands for our new school band
- Purchasing 3 new iPads for the Library
- Buying reading books
- Assisting with stationary costs for the school
- Supplementing the cost of improvements to the Sensory Garden

The parent community aims to work with the school to reach our shared goals. We achieve this by fostering a strong partnership with the school principal, teachers and staff. We are united in the desire to bring value to our school, acknowledge the wonderful efforts of the staff & support the education of our children during their primary school years.

Louise Hawkins

P&C President

2016

School background

School vision statement

Ashfield Public School is committed to giving every child every opportunity within a culture of growth, performance and positive well-being. It is committed to developing individual strengths, a love of learning and the capacity to achieve through a differentiated curriculum.

The school is focused on innovative 21st Century educational practices in an inclusive, engaging and supportive environment. The diversity of cultural backgrounds is valued and informs many different perspectives that underpin learning initiatives.

The school positions itself as a community of learners, including students, teachers, parents and the wider community, which systematically and collaboratively accesses new knowledge, resources and opportunities.

School context

Ashfield Public School, with an enrolment of 430 students including 75% students from a non-English speaking background, is a community school with committed teachers and rigorous curriculum programs focused on academic growth and development.

The school includes a support unit consisting of three classes that cater for students with Special Needs, including Moderate Intellectual Disabilities, Down's Syndrome, Global Developmental Delay, Autism Spectrum Disorder and Sensory Processing Disorders. The school focuses on enabling students with disability to access and participate in education on the same basis as other students.

A Year 5 and a Year 6 opportunity class also operate at the school..

As a 21st Century school Ashfield Public School uses digital technologies to support student learning including a BYOD (Bring your own device) initiative. As part of its commitment to every child, every opportunity, it operates a K-6 Triple E (Engagement, enrichment and extension) program across the Key Learning Areas.

Ashfield Public School is an inclusive school with a focus on equity of access to educational opportunity and a commitment to nurturing the social success of each individual by maintaining a positive and caring learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Learning

Learning Culture

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. This is reflected in the school's maxim, every child, every opportunity with a wide range of initiatives to engage students includes the weekly Glee Club, Drumming Club, Recorder Club, Choir, Computer Coding Club, Green Screen Team, Times Table Club and Typing Club.

A highlight of 2016 was *Here in Our Garden: The Harvest Festival*, a whole school environmental focus in Term 3 which culminated in a whole school banquet and a community event on a Saturday.

Wellbeing

The school's Wellbeing Goals are a consistent implementation and whole-school approach to wellbeing that have clearly defined behavioural expectations and create a positive teaching and learning environment. The school merit system which is based on the Wellbeing Goals saw over 100 school medals presented to students.

Flexible timetabling continued to be a significant school strategy to support wellbeing. This involved the use of school resources to support individual learning including the allocation of school staff and the implementation of special initiatives.

Curriculum and Learning

The school has established active partnerships with a Community of Schools. A Science & Technology unit involved Stage 3 students working with high school student mentors from Fort Street High School and Tempe High School. A STEM (Science, Technology, Engineering & Mathematics) project with Canterbury Boys High School successfully engaged Stage 3 students in lessons with high school teachers.

The homework club, where students are tutored after school by university students is a significant learning opportunity. This initiative is strongly aligned with the school's vision to give every child every opportunity within a culture of growth, performance and positive well-being. It is committed to developing individual strengths, and a love of learning.

Assessment and Reporting

Essential Assessment was introduced school-wide to collect, analyse and report on student and school performance. The ACER Certificates in Mathematics and Reading initiative was trialled as an on-line tool to assist teachers identify strengths and weaknesses to inform personal learning plans. The Accelerated Reader initiative continued with the purchasing of books and the raising of teachers confidence and understanding of the online reporting tool through professional training.

Google forms were trialled as a way of obtaining feedback from students to inform teacher planning for learning. PLASST (Personalised Learning and Support Signposting Tool) continued to be used to track students identified as not meeting minimum proficiency.

Student Performance Measures

The school has been focused on value added results which has been about developing the school's capacity to sustain high impact teaching and learning that increases the proportion of students achieving at a higher level of performance. It has involved using the CESE (Centre of Educational Statistics and Evaluation) *What works best* and engaging students in a wide range of worthwhile and educational significant school-wide initiatives to improve performance. These initiatives have included Computer Coding, Tinker Time and Philosophy.

Teaching

Effective Classroom Practice

The school leadership team demonstrates instructional leadership to promote and model effective, evidence-based practice. This involved teachers being mentored by a lead teacher through the QTSS (Quality Teaching, Successful Students) resource allocation. A specific focus involved determining the relationship between learning intentions, explicit teaching, feedback and impact on learning.

Stage meetings and Professional Development provide teachers with the opportunity to regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. This has included a focus on the A–E scale used in DoE reporting and developing student understanding of how to measure their work against this scale.

Data Skills and Use

Teachers have been developing understanding and use of student assessment and data literacy concepts, particularly in the area of measuring student growth. Professional development has focused on the use of Professor John Hattie's Effect Size to identify growth in literacy and numeracy.

Across the school improvement has been made in the area of teachers taking responsibility for changes in practice required to achieve improved school performance. The emphasis on using data on a regular basis to monitor the effectiveness of learning initiatives and interventions is about understanding the impact of targeted and effective teaching practice.

Collaborative Practice

A focus on collaborative practice involved teachers being mentored by a lead teacher through the QTSS (Quality Teaching, Successful Students) resource allocation. A specific focus involved the QTSS teacher working in classes with teachers and running Professional Development sessions to help teachers determine the relationship between learning intentions, explicit teaching, feedback and impact on learning.

The principal continued to lead the development local school network with a focus on sharing resources and expertise. For example, a Professional Development session on Positively Engaging Students was run for teachers by a principal from a nearby school.

Learning and Development

The Beginning Teacher initiative enabled school-wide relationships with mentoring and coaching support for the ongoing development of identified teachers. Collaborative practice also occurred through the PDP (Personal Development Plan) process with teachers observing teachers and engaging in professional conversations. Lead teachers also provided mentoring for teachers seeking accreditation.

Focus on improved teaching methods in literacy and numeracy continued, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. For example, intensive L3 (Language, Learning & Literacy) training occurred for teachers of Years K–1 to support the development of informed, systematic, explicit instruction based on data to target reading and writing.

Professional Standards

The Australian Professional Standards for Teachers focus the school on the core business of knowing students and how they learn; and knowing content and how to teach it. The standards are about planning for and implementing effective teaching and learning; and assessing, providing feedback and reporting on student learning.

School processes like the Learning Support Team flowchart and EAL/D Progression Indicators are the teaching standards in action. They are about maintaining a strategic and consistent whole school approach to engaging students in a differentiated curriculum that identifies and meets individual needs and accelerates growth.

Leading

Leadership

Leadership development is central to school capacity building. For example, in 2016 leadership in the lower primary was realigned with Kindergarten being led by a Team Leader and Stage One being led by an Assistant Principal. The creation of the new leadership role in Kindergarten was based on professional expertise and enabled the increased effectiveness of teaching teams.

The school's position as a leader in education has resulted in part from its active engagement with the local community. Parents and volunteers assist with a range of learning activities including reading, art, gardening, PSSA sport and the Computer Coding Club. Also in 2016 the school continued to engage with local businesses including Wests Ashfield Leagues and Pure Health, with support given to school initiatives such as the school newsletter and the school PDHPE program.

School Planning, Implementation and Reporting

The 2015 – 2017 School Plan is closely linked to the SEF (School Excellence Framework) and drives ongoing improvements in student outcomes. In 2016 the School Plan was reviewed and updated with improvement measures being more closely aligned to processes and practices, which along with the accompanying timelines and milestones, direct school activity towards its effective implementation.

There is also a collective responsibility by all teachers to track the milestones for each process of the School Plan to build a shared understanding of the school's educational priorities. As a result, with increasing confidence, teachers can articulate the purpose of each strategic direction of the School Plan.

School Resources

The school and other facilities are used to meet a broad range of student learning interests and needs. The school band, individual tuition, the local junior soccer club, under 5 playgroups, Abacus Maths, and a range of community language programs regularly use the school facilities.

The school's physical resources and facilities are well maintained and provide a safe environment that supports learning. A reconfiguration of the computers in the library greatly improved the learning space. The WHS committee meets twice a term with systematic checks of the school to reduce hazards. In 2016 the school moved to a new DoE (Department of Education) financial management system.

Management Practices and Processes

The school leadership team communicates clearly about school priorities and practices. For example, morning lines is the opportunity to reinforce the school's eight wellbeing goals and focus the school on ensuring students are achieving ongoing recognition for achieving these goals. This occurs through the daily presentation of School Awards and, when earned, School Medals.

These practices and processes are responsive to school community feedback. For example, in 2016 the school engaged with parents and carers to review the Homework Implementation Strategy. This process involved Parent Forums and surveys and provided the opportunity for the school to share the pedagogical principles of homework.

Strategic Direction 1

Quality Teaching

Purpose

To ensure a whole school systematic delivery of a 21st Century, quality teaching curriculum focused on innovative learning and measurable growth and performance.

This is about maintaining a collaborative, informed and consistent approach while delivering flexible, rigorous teaching programs that reflect current educational practice and drives the academic and social progress of all students.

Overall summary of progress

Use of school assessment and national assessment tools to track students continued to drive measureable achievement. Under the QTSS reform (Quality Teaching, Successful Students) an executive member of staff was released from class two days per week to analyse school assessment data and identify particular areas of need. This involved using John Hattie's Visible Learning effect size to establish the growth of class cohorts, students requiring intervention or acceleration support and particulars areas of need such a grammar.

Through a cohesive and collaborative approach, teachers worked with the QTSS teacher to understand the data and plan targeted intervention programs for the following term. Five week intervention/acceleration programs were implemented and there was a focus on the specific growth that occurred; students either exited the program or remained based on their needs and/or progress.

Some programs that took place included a writing intervention, the Story Factory initiative, Multi-Lit, acceleration through high school based programs, participation in the annual Robotics competition and participation in the annual Tournament of the Minds competition.

Professional development focusing on Visible Learning improved a consistent and collaborative quality teaching practice and the systematic whole school curriculum delivery of rigorous programs. This pedagogy of Visible Learning is about using evidence based teaching practices to drive student growth. Professional Development enabled teachers to develop a deeper understanding of how to effectively use data to understand the impact of teaching practice and make adjustments accordingly.

Professional Development also included familiarisation with the new BOSTES Geography Syllabus K–10. A twilight seminar at West Leagues Ashfield included the teaching staff from Ashfield, Petersham and Marrickville West Public Schools collaboratively engaging with the new document to discuss and plan for its implementation.

Professional Development also focused on embedding 21st Century principles in pedagogy with innovative and relevant teaching practice. Teachers developed assessment tasks that provided evidence on student ability to apply knowledge and skills in new situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1.1 Termly analysis of data to show impact of programs and initiatives aimed at students not meeting minimum proficiency and/or requiring an accelerated curriculum	Calculating whole year effect size growth for each class with teacher discussion to understand impact of teaching strategies. Using tools including PLASST, NAPLAN & Essential Assessment to understand student achievement and plan for learning.	Accelerated Reader \$3247 Essential Assessment \$200
1.2 Review of school's education program including scope and sequences, teaching programs and assessment plans to show compliance with BOSTES	Engaging with BOSTES NSW Government schooling system registration process, an assessment plan was developed to indicate how students' performance in a particular KLA is assessed, monitored and recorded. The assessment plan included work samples assessed on an A–E scale.	Executive release for visit to Newtown Public School (Community of Schools) Professional Development sessions GERRIC for majority

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1.2 Review of school's education program including scope and sequences, teaching programs and assessment plans to show compliance with BOSTES	Engaging with BOSTES NSW Government schooling system registration process, an assessment plan was developed to indicate how students' performance in a particular KLA is assessed, monitored and recorded. The assessment plan included work samples assessed on an A–E scale.	of teachers (Gifted and Talented training) \$1200
1.3 Performance and Development Plans (PDP's) used for goal setting and collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes	Professional development to understand the performance and development plan as a collaborative process to facilitate professional growth and the provision of quality teaching and learning.	Professional development for teacher Federation Representative & school principal Collaborative goal setting and classroom observations
1.4 Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts in relation to identifying the impact of a teaching program and/or initiative	Teachers participated in professional learning to update and improve knowledge and understanding about Visible Learning which uses evidenced based practice to maximise student achievement. A teacher, acting as an instructional leader, visited classrooms to model aspects of Visible Learning including setting learning intentions, applying success criteria and using student feedback to understand impact of teaching.	Community of Schools – professional development QTSS funding

Next Steps

Ongoing training for teachers about Visible Learning, with a focus on skill acquisition for teachers who are new to Ashfield.

Opportunities for teachers to engage in a community of schools to pass on knowledge and practical implementation strategies and examples of Visible Learning to develop shared understanding.

Expansion the Accelerated Reader program with teachers to set personal student targets.

Records to monitor the standard of teaching and strategies to improve the standard of teaching;

Records to show assessment of student learning and implementation of strategies to improve student learning

A–E samples of student work in key learning areas

Strategic Direction 2

Quality Learning

Purpose

To engage every child with a differentiated and challenging, relevant curriculum with a focus on developing, individual strengths, a love of learning and the capacity to achieve.

This is about creating a meaningful, inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

Overall summary of progress

The school commitment to every child, every opportunity continued to drive a wide range of initiatives to engage students. Highlights included the K–2 Bee Bot cup and participation in the Robo Cup Junior Sydney Regional Competition with one team achieving 3rd place. Students participated in Chess Club, Glee Club, Drumming Club, Recorder Club and the school choir which performed at Town Hall in the DoE Celebration Sing Out. Students also participated in the Tournament of Minds, Multicultural Speaking Competition and the Premiers Debating Competition. Typing class, Spellodrome and Times Table Club were also offered before and after school for students requiring skill development and practice in these areas.

Computer Coding continued to be a whole school focus for digital learning. In 2016 all classes across the school worked through a sequence of computer coding concepts including Boolean logic, conditional statements, user interface design and variables. A teacher survey about the success of the 2016 Computer Coding program included 11 respondents. 80% of respondents identified that confidence to teach computer coding had increased. 100% of respondents found the school-made resources to be very helpful to effectively teach new concepts. Anecdotal observations by teachers showed that the majority of students approached computer coding lessons with confidence and enthusiasm.

Open-ended thinking in Creative Arts was a whole school focus in 2016. This was about developing student capacity to apply knowledge to a new situation to form new insights, ideas, and understanding. For example, a Stage 3 assessment involved students applying their understanding of the artist Pablo Picasso to World War 2, as part of an Art unit on Post-Impressionism and a History unit on *Australia as a Nation*. The students considered the subject matter and techniques used by Picasso in his blue period and investigated how a style used to depict poverty could be also used to represent war.

Student engagement continued to be about attentive, interested, and positive students. The whole school Term 3 focus *Herein our garden: The Harvest Festival* was designed and implemented to increase student engagement by stimulating curiosity, creating increased opportunities for creative expression and developing positive relationships with others. The initiative was about developing a knowledge and understanding about urban gardens as important spaces for growing food. Classes created artworks and maintained gardens. All classes visited the Royal Botanic Garden Sydney to continue their investigations about people and plants. The initiative culminated with a whole school Harvest Banquet organised by parents and teachers. It was held in the school hall and involved students and teachers sitting together to share a lunch. A Saturday event, *The Harvest Festival* included student work on display and performances; it included stalls and activities with the local community being involved.

At the beginning of 2016 an eighth wellbeing goal was added. This goal, *Be Inclusive* is about the school's focus on students being happy and successful. An Inclusion Committee was formed and met once a term to analyse and evaluate school processes for providing an inclusive education. Structured play at Break Time is part of the schools commitment to being inclusive. Structured play occurs every day at break times and involves a teacher engaging students at risk of being left-out of games on the playground and students who are too dominating during play time. Structured play, led by a teacher, focuses developing fair play, skill acquisition and positive interactions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2.1 Extra-curricular programs and teaching practices are significant and support student development, and are	Progress includes Participation in Celebration Sing Out, an annual concert in its 24th year and held at Sydney Town	Spellodrome: \$272 Phonics \$800

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
strongly aligned with the school's vision, values and priorities	<p>Hall which brought together primary and secondary school children and adult singers to perform a choral repertoire.</p> <p>Use of the outdoor classroom by all classes which is about learning in a physical learning environments which has a positive impact on learning.</p> <p>Participation in an inter school 3–6 sport competition (PSSA) for netball and soccer</p> <p>Specialist Athletics and Gymnastics program to develop skills (Got Game)</p> <p>Swimming Lessons Years 2 –5</p> <p>Participation in Operation Art, Sydney Eisteddfod, Tournament of The Minds, Premiers Debating, Multicultural Speaking Competition, Computer Coding and Young Leaders Day</p>	<p>Vivid lantern making Workshop: \$1105</p> <p>PSSA: \$3344</p> <p>Got Game: \$17 999</p> <p>Swimming: \$12 620</p>
2.2 Data on Digital Learning initiatives to be collated with the purpose of showing student level of knowledge and understanding and subsequent growth	<p>Participation in the Bee Bot Cup and Robo Cup.</p> <p>Weekly Computer Coding club</p> <p>Digital learning has included some new online initiatives including Essential Assessment and the ACER Certificates in Mathematics and Reading. These initiatives have enabled the school to develop its capacity for online assessment, which is a national direction for NAPLAN.</p>	<p>Bee Bots</p> <p>Robo Cup and Robotics</p>
2.3 Increase the opportunities for students to engage in authentic learning involving the application of high order thinking skills	<p>A–E assessments developed in Creative Arts with a focus on applying skills and knowledge to new situations.</p> <p>Sydney Theatre Company School Drama learning program for Stage 2 with a focus on improving student confidence; increased student engagement and motivation; significant improvements in class collaboration and positive shifts in empathy.</p> <p>Whole school Aboriginal Day of Celebration to learn about, and increase the appreciation and understanding of the history of the Aboriginal peoples and their contribution to Australia's heritage.</p> <p>Whole school visit to the Royal Botanic Garden Sydney to engage in high impact and highly stimulating learning with open ended thinking and reinforcement of concepts learned at school.</p> <p>Whole school unit of learning "Here in Our Garden" with an environmental focus and opportunities for outdoor education.</p> <p>The Science Fair with students encouraged to create and present science experiments that demonstrated fair testing.</p>	<p>Professional Development</p> <p>Classroom Resources: \$20879</p> <p>Sydney Theatre Company: \$2250</p> <p>Aboriginal Day of Celebration: \$3447</p> <p>Here in Our Garden: \$6356</p>
2.4 Review effectiveness of	Review of the school wellbeing implementation	Breakfast Club: \$400

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
current policies and frameworks to support the cognitive, emotional, social, physical and spiritual wellbeing of students	<p>strategy which encourages and supports children to act appropriately as safe, resilient, responsible and respectful learners and friends. This included the introduction of an eighth wellbeing goal "Inclusive". It also included meeting a target of 100 students being awarded with school medals for achievement of 50 Certificates of Success, which are linked to the wellbeing goals.</p> <p>Review the way resources are allocated to support Tier Three Intensive Interventions that engage students identified as having high risk behaviours. This included reviewing the allocation of teacher and Student Learning Support Officers time to support the social and academic needs of identified students.</p> <p>Introduction of the Inclusion Committee which met twice a term to discuss a range of issues related to inclusive practice at the school including how the school engages students of all abilities in a mainstream curriculum.</p> <p>An Anti-Bullying Teacher Flow Chart and Attendance Flowchart published to create a shared understanding of a teacher's responsibility to follow school procedures and DoE policy in regard to supporting student wellbeing in these specific areas.</p>	

Next Steps

Sustain a wide range of initiatives to engage students, with a focus on evaluating the impact of these initiatives

Digital learning: using technology for critical thinking and effective communication

K-2 Bee Bot program and Years 3 to 6 Coding program to develop critical thinking skills

Introduce Google Drive for online file storage and synchronisation, commencing with minutes for meetings.

Continue professional development on open ended thinking with experienced teachers mentoring graduate teachers in the design of effective assessment tasks.

Development of the wellbeing goals with expectations for each goal explicitly identified and taught in the class.

Development of the Flexible Timetable initiative and review of the Community Language program

Whole school Term 3 Creative Arts focus to engage students with a whole school performance.

Strategic Direction 3

Quality Relationships and Systems

Purpose

To implement efficient management practices and maintain partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

This is about delivering a quality education, underpinned by strong organisational structures and effective collaboration that ensure safety, promote positivity and a quality education.

Overall summary of progress

The school's WHS (Work, Health and Safety) Team worked collaboratively to develop and improve strategies for the management of Health Care Plans including the timely collection and communication of student health information. Emergency Procedures including Evacuation, Lockdown and Lockout Procedures were reviewed and updated with an Emergency and Wellbeing flip chart being displayed in classrooms and other strategic locations around the school. The whole school off-site evacuation was tested in collaboration with Ashfield police.

School procedures for Learning and Support were reviewed and updated. Known as the Student Plan Series, documents include the Personalised Learning Identification Tool, Risk Management Plan, Behaviour Support Plan & Individual Education Plan (IEP). The Student Plan Series is about strategically identifying student needs, allocating school resources and positively engaging students for academic and social success. Some of the documents in the Student Plan Series were presented and explained at a parent forum.

The school website was updated to a new template theme which introduced a new mobile interface including easy access via an icon to the Parent Online Payment (POP). The use of Sentral, a learning and student management software system used to mark attendance, was expanded to write and publish the semester school report card. Twitter continued to be an effective way to profile the school as a centre for educational excellence. Links to the principal column, images of the school sign and class learning including STEM activities showed the school's professional knowledge and practice in action. Throughout February there were 5,014 visits to the Ashfield Public School Twitter profile page and 109 new followers to the account across the year.

The Swedish concept of Fika was introduced, a set time for staff to socialise with each other during the work day. Fika is about developing social capital in the work place, with the understanding that effective relationships between staff make teams more efficient and productive. Adults who positively interact in a school environment are excellent role models for the students. The class parent initiative remained a significant way of engaging parents as partners in a collaborative process to plan and implement a range of activities such as the *Here in the Garden: The Harvest Festival* event.

The financial management of the school underwent a significant transformation as it migrated to a new DoE (Department of Education) standardised finance system (SAP) as part of the Learning Management and Business Reform. Staff training included learning how to use the new system to manage finance, budgeting, payments, access to student & family information, managing behaviour, welfare and enrolments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
3.1 Review WHS policies and procedures to show comprehensive understanding of the context and needs of the school with evidence of school community consultation	Off site evacuation in consultation with the Goodstart Early Learning Childcare Centre and Ashfield Police. Publication of flip chart with Emergency and Well-Being Procedures. Information provided to all staff about the requirement to obtain a Working With Children's Check clearance and provide it to the Department for verification.	Release of teachers to update WHS procedures

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
3.1 Review WHS policies and procedures to show comprehensive understanding of the context and needs of the school with evidence of school community consultation	WHS meetings (2 per term)	
3.2 Strengthen processes that enable collaboration with the whole school community aimed at expanding resources and that enable individual learning and whole school initiatives	Review of school handbooks and implementation strategies uploaded on the school website. Sustaining the School Open Night, Kindergarten Information Evenings Kindergarten Transition Week and OC Orientation Morning which are about promoting public education as engaging students to become successful learners; confident and creative individuals; and active and informed citizens.	Employment of SAS staff \$1184
3.3 Develop the Parent Forum as a way to increase community collaboration regarding teaching practices and other school initiatives with a focus on engaging individuals and/or groups who are not participating	A review of the Homework Implementation Strategy was undertaken involving a consultation process with the school community. Parent forums were held to seek to seek different opinions and ideas from the community. The updated Homework Implementation Strategy was published in Term 4.	N/A
3.4 Improve and sustain effective decision making and resource allocation including a shared financial management capability with staff and parents to drive improvements to systems and processes	LMBR (Learning Management and Business Reform) training for school principal, assistant principals, school administration manager and school administration officer. LMBR Workstation IT Health Check with assessment of all IT in the school for compatibility with new management system. Staff information session regarding the introduction of the Purchasing Card (PCard) system for purchasing resources	Teacher release for training SAM & SAS release: \$2666

Next Steps

Creation of a School Induction handbook for visitors and casual teachers.

Revision of the WWCC (Working with children's check) procedures.

Parent forums to engage families from a range of cultural backgrounds.

Introduction of the School Enews for online distribution of notes via app, website and email.

Teachers being allocated PCards must successfully complete a Training and Assessment Module to demonstrate they are aware of their responsibilities and the relevant policies and procedures.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Improved attendance</p> <p>Development of a PLP (Personal Learning Pathway) for Indigenous students with focus on numeracy and literacy</p> <p>Engagement through art with participation in Djamu Junior Art Mentorship program</p> <p>Participation in the Nanga Mai award</p> <p>Celebration of NAIDOC week with Koomuri</p> <p>Participation in the Sydney Story Factory</p>	<p>Soccer registration \$340</p> <p>Art program \$100</p> <p>Dreamtime Experience \$1249</p> <p>Cultural Services Reconciliation Assembly \$100</p> <p>Uniform subsidy \$266</p> <p>Tutor for Personalised Learning \$1964</p>
English language proficiency	<p>Development of Individualised Learning Plans using the ESL scales and EAL/D Learning Progression</p> <p>In 2016 the EAL/D team implemented a whole school assessment on New Arrival students and current EAL/D students already enrolled at Ashfield Public School. The team worked on creating a new assessment schedule and new assessments in the areas of Writing, Speaking and Listening and Reading to show student growth each semester. This data was then discussed with classroom teachers to show where students were in regards to their learning against the ESL scales. In addition to assessments and collaborative planning with classroom teachers, the EAL/D team created activities and tasks for students to complete in the classroom to improve skills in each of the assessed areas.</p>	<p>Training & Development for EAL/D teachers \$150</p> <p>EAL/D network</p> <p>Casual teacher salaries \$8414</p> <p>Teaching resources \$4938</p>
Low level adjustment for disability	<p>Engagement of targeted students in Speech Pathology program. The Speech Pathology program targeted 24 students and developed speech, language and pragmatic skills. The program focused on aiding the development of attention, listening and auditory memory, and processing skills, which have allowed targeted students to more successfully engage in class and hence improve their language skills and active participation in discussions and tasks. Approximately 50% of targeted students have developed beyond expectations since the start of the program and another 35% of students developed as expected. Factors such as regular attendance may have affected the development of students.</p> <p>Overall the language skills of all targeted students improved, which has resulted in benefits to various aspects of their learning and schooling life, such as behaviour, attitude towards literacy tasks, improved levels of self confidence in attempting new and unfamiliar tasks as well as improved participation in class.</p>	<p>Speech pathologist \$17376</p> <p>Multi Lit \$9438</p>

Low level adjustment for disability	<p>The MultiLit (Making Up Lost Time In Literacy) program including MiniLit (K–2) and MacqLit (3–6) is an intensive literacy program based on decoding, sounding and deciphering language. In 2016 fourteen students (K–2) and four students (3–6) were identified as not meeting minimum proficiency in reading and participated in the program. Each student participated in one lesson with a tutor, four times per week for one semester. Students in K–2 focused on knowledge of letter–sound relationships and applying letter–sound knowledge to the reading of regular words. Students in 3–6 focused on reading for accuracy and decoding and comprehending more complex texts.</p>	<p>Speech pathologist \$17376</p> <p>Multi Lit \$9438</p>
Quality Teaching, Successful Students (QTSS)	<p>Release of a teacher to act as an instructional leader to model Visible Learning in the classroom. The teacher also conducted professional development for staff with a focus on Learning Intentions and Success Criteria. The teacher also tracked whole school data using John Hattie's Effect Size and reported to staff about effect size. The teacher focused attention on high impact teaching strategies and evidence based practice. This was about the relationship between the implementation of learning interventions & initiatives and data collected via a range of assessments.</p>	<p>QTSS funding \$9400</p>
Socio–economic background	<p>The funding was used to enable students from low socio–economic backgrounds to participate in a range of school activities. The activities that were funded provided the opportunity for all students to develop specific skills such as those taught in the swimming program; and to participate in authentic learning situations to develop social skills including school camp.</p> <p>Supporting families by providing school uniforms was about helping students connect, thrive and succeed with a sense of identity and belong to the school community. Ashfield Public School focuses on reducing the achievement gap for students from low socio–economic status backgrounds by providing a range of academic and social opportunities for student growth and achievement.</p> <p>The model making workshops were part of a Tier Two Targeted Intervention which involved an activity to engage a small group of students at–risk behaviourally and/or</p>	<p>PSSSA \$300</p> <p>Swimming Lessons \$4396</p> <p>Canberra Excursion \$2033</p> <p>Model Making Workshop \$272</p> <p>Uniforms \$288</p>
Support for beginning teachers	<p>Beginning teachers and mentors released from class to work with a focus on practice–based mentoring. This has included reflecting on the seven themes of 'What Works Best ' (CESE):</p> <p>High expectations</p> <p>Explicit teaching</p>	<p>Casual teacher release \$13284</p> <p>Professional Development \$2030</p>

Support for beginning teachers	<p>Effective feedback</p> <p>Use of data to inform practice</p> <p>Classroom management</p> <p>Wellbeing</p> <p>Collaboration</p> <p>to guide professional conversations about effective teaching practice.</p>	<p>Casual teacher release \$13284</p> <p>Professional Development \$2030</p>
Targeted student support for refugees and new arrivals	<p>Ashfield Public School adopts a coordinated response to supporting students of refugee background. This commences during the enrolment interview. The information collected assists to identify the support needed by students and their families. This coordinated response identifies the educational, physical, social and emotional wellbeing of students of refugee background.</p> <p>In 2016 targeted funding provided the engagement of a background speaker to accompany students on an excursion, in order to provide an authentic experience. Some teachers also attended the STARTTS (Service for the treatment and rehabilitation of torture and trauma survivors) professional learning.</p>	<p>Casual teacher release \$400</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	130	157	168	190
Girls	104	131	137	180

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.4	95.6	97	96
1	95	95.2	94.6	95.9
2	95.8	95.3	96.4	95.3
3	95.1	96.3	94.4	94.3
4	92.7	96.6	96.2	93.6
5	96.7	97.3	96.7	95.7
6	93.6	96.9	96.7	96.3
All Years	94.4	96	96	95.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

- Referral to the school's Learning and Support Team
- Development of a school-based attendance improvement plan with the student and parents
- Engaging identified groups of students in programs that support regular attendance and punctuality
- Referral to the school counsellor
- The school should identify if other agencies are involved with the family and liaise with them when a student's attendance is of concern.

If a range of school based interventions has been unsuccessful in resolving attendance difficulties, the principal requests support by making an application to the Home School Liaison Program.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.08
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	1
School Administration & Support Staff	5.82
Other Positions	0.13

Management of non-attendance

Unsatisfactory Patterns of Attendance

(From the Ashfield Public School Student Attendance Implementation Strategy 2017)

The most effective means for restoring and maintaining regular school attendance includes attendance monitoring practices and regular follow-up of unexplained absences by contacting parents on the same day or the following day of an absence.

Resolution of school attendance difficulties may require more targeted school based strategies including:

- Meeting with the student and parent/s

*Full Time Equivalent

In 2016 no member of the workforce at Ashfield Public School identified as Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

PROFESSIONAL LEARNING

Goal:

To achieve the Improvement Measures / Products of the Ashfield Public School Plan by developing teacher pedagogy and teacher understanding of school initiatives and DoE mandatory priorities.

OBJECTIVE ONE

Participate in learning to update and improve knowledge and understanding about Visible Learning which uses evidenced based practice to maximise student achievement with all teachers contributing to collegial discussions and applying constructive feedback from colleagues.

Develop and maintain professional knowledge and practice of assessment using Hattie's Visible Learning Theory.(Quality Teaching)

– Understand Visible Learning and its relationship to student growth

– Apply Learning Intentions and Student Success Criteria to programming

Maintenance of accreditation through ongoing professional development in accordance with the National Teacher Standards.(Quality Teaching)

– Describe the relationship between Visible Learning

Develop expertise to create, implement and evaluate interesting and relevant open ended learning projects across key learning areas that impact on learning. (Quality Learning)

– How to measure the effect size of open ended initiatives such as Tinker Time

Develop understanding of whole school systems to deliver a differentiated curriculum using evidenced based data to drive improvement.(Quality Learning)

– How to gather and collate evidence based data

– Formulate a whole school understanding of what individual student and class cohort success looks like

Create capacity for individuals and teams to lead systems and processes that use evidence based research to monitor achievement and gaps. (Quality Relationships and Systems)

– What is evidence based practice and how is it used to inform teaching practice.

Develop understanding and proficiency to capably use systems and processes including RAM. (Quality Relationships and Systems)

– How to use data to validate the effectiveness of individual and group interventions and whole school initiatives.

OBJECTIVE TWO

Deliver whole school initiatives extra-curricular programs and engaging in teaching practices that are significant and support student development, and are strongly aligned with the school's vision, values and priorities.

Engage in teaching practices that reflect a whole school consistent approach

– How to deliver Tinker Time, Rich Text, Maths Power and Philosophy lessons that achieve evidence based progress.

– How to consistently deliver grammar and phonics from K–6 to improve literacy.

Understanding and implementation of the new History and Geography syllabus

– How to program and deliver content of the new syllabus within the context of a whole school scope and sequence.

OBJECTIVE THREE

All staff to be up-to-date with DoE mandatory requirements for all policies and procedures.

Understand and apply duty of care regarding child protection

Understand and follow the code of conduct

Understand and be ready to apply WHS skills including CPR, Anaphylaxis, Emergency Care and Asthma

Total school expenditure on teacher professional learning:

\$16 595

TEACHER ACCREDITATION

Numbers of teachers in the process of gaining accreditation at the various stages of the Australian Professional Standards for Teachers:

Proficient:4

Highly Accomplished:0

Lead Teacher:0

Numbers of teachers maintaining accreditation at the various stages of the Australian Professional Standards for Teachers:

Proficient:10

Highly Accomplished:0

Lead Teacher:0

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	152 204.00
Global funds	300 560.00
Tied funds	316 578.00
School & community sources	177 994.00
Interest	3 550.00
Trust receipts	1 597.00
Canteen	0.00
Total income	952 483.00
Expenditure	
Teaching & learning	
Key learning areas	50 130.00
Excursions	37 841.00
Extracurricular dissections	48 532.00
Library	15 187.00
Training & development	1 392.00
Tied funds	239 119.00
Short term relief	74 454.00
Administration & office	135 300.00
School-operated canteen	0.00
Utilities	54 995.00
Maintenance	31 445.00
Trust accounts	1 597.00
Capital programs	0.00
Total expenditure	689 992.00
Balance carried forward	262 491.00

The information provided in the financial summary includes reporting from 27th January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	330 646.47
(2a) Appropriation	278 224.79
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	52 255.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	165.79
Expenses	-209 214.85
Recurrent Expenses	-209 214.85
(3a) Employee Related	-130 477.19
(3b) Operating Expenses	-78 737.66
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	121 431.62
Balance Carried Forward	121 431.62

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 331 372.28
Base Per Capita	17 481.55
Base Location	0.00
Other Base	2 313 890.73
Equity Total	243 594.04
Equity Aboriginal	7 634.66
Equity Socio economic	10 055.69
Equity Language	133 061.08
Equity Disability	92 842.62
Targeted Total	614 302.60
Other Total	121 566.01
Grand Total	3 310 834.93

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

Key student outcome improvements since 2014

NAPLAN 2016 Growth Trend and/or Above Average results in Top Two Bands

Year Three and Year Five: Literacy

Year 3 Reading: 2014 – 2016

15% growth trend all students (2016 above State and DoE average), with Band 5 above State and DoE average

Year 5 Reading: 2014 – 2016

10% growth trend all students (2016 above State and DoE average), with Band 8 above State and DoE average

Year 3 Writing: 2014 – 2016

22% growth trend all students (2016 above State and DoE average), with Band 5 & 6 above State and DoE average

Year 5 Writing: 2014 – 2016

10% growth trend all students (2016 above State and DoE average), with Bands 7&8 above State and DoE average

Year 3 Spelling: 2014 – 2016

9% growth trend all students (2016 above State and DoE average), with Band 6 above State and DoE average

Year 5 Spelling: 2014 – 2016

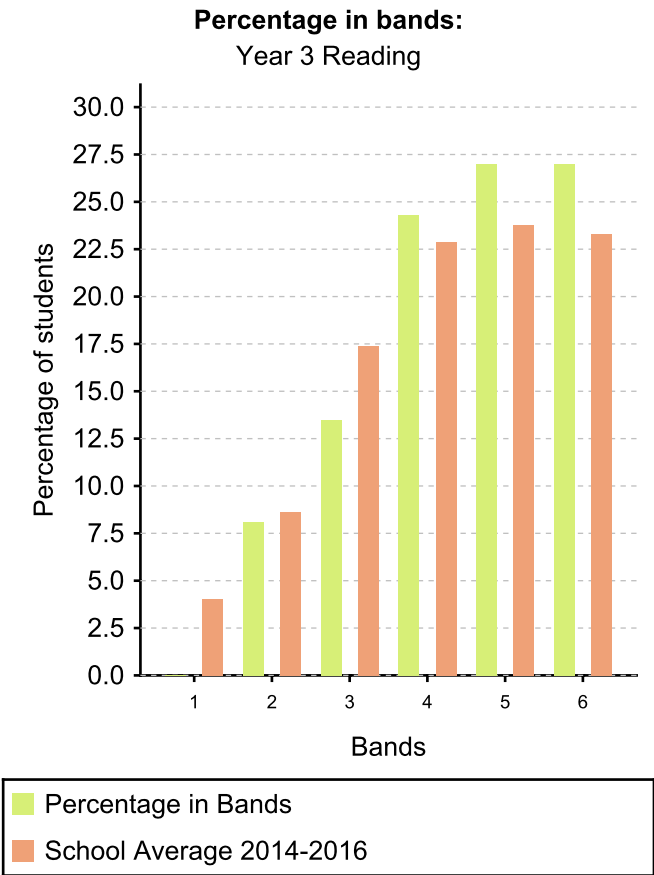
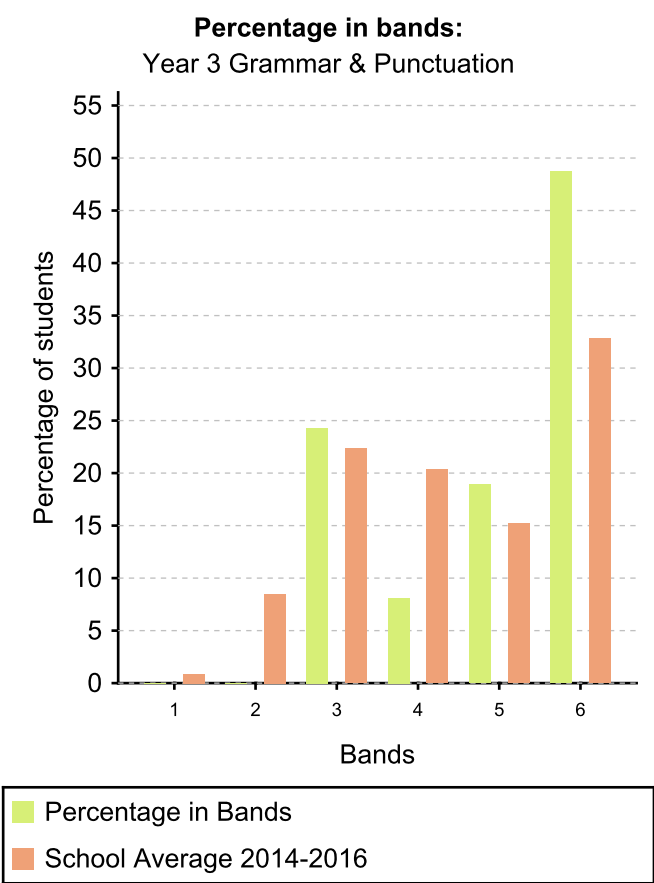
5% growth trend all students (2016 above State and DoE average), with Band 8 above State and DoE average

Year 3 Grammar and Punctuation: 2014 – 2016

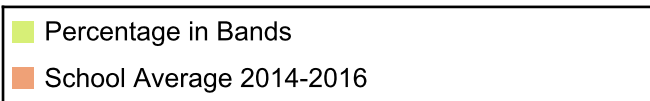
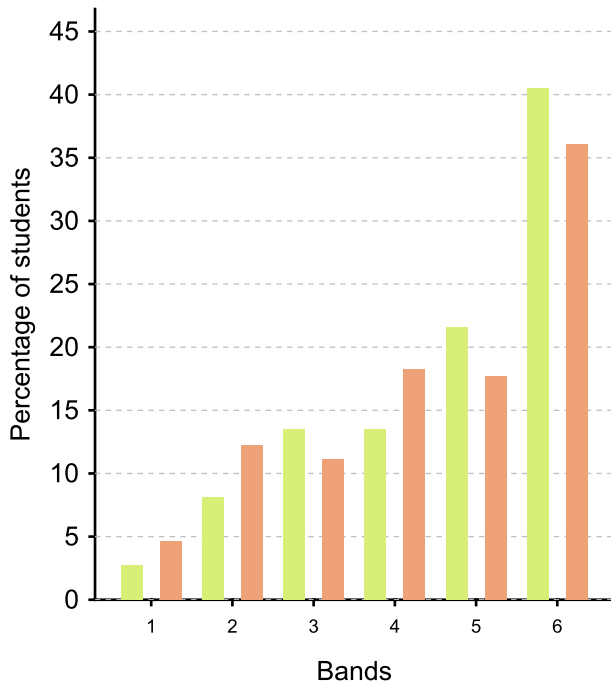
15% growth trend (2016 above State and DoE average), with Bands 5 & 6 above State and DoE average

Year 5 Grammar and Punctuation: 2014 – 2016

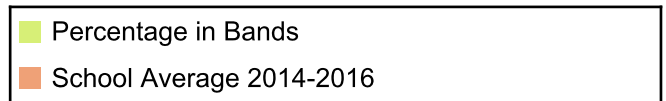
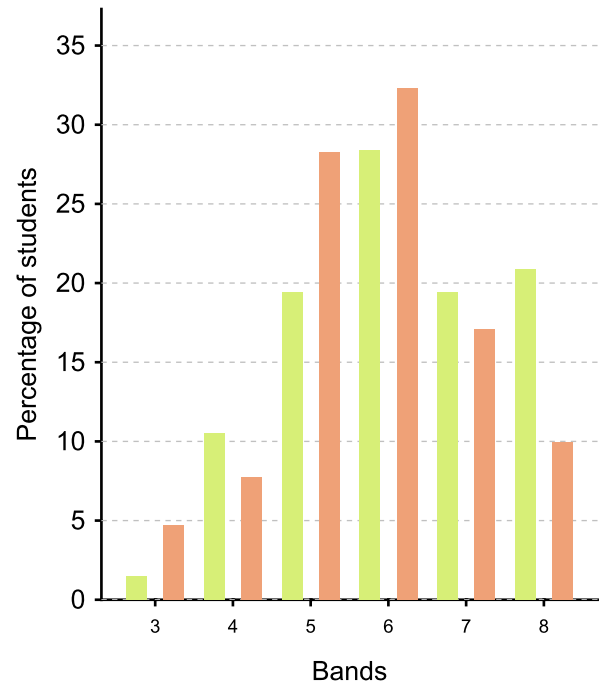
7% growth trend all students (2016 above State and DoE average), with Band 8 above State and DoE average



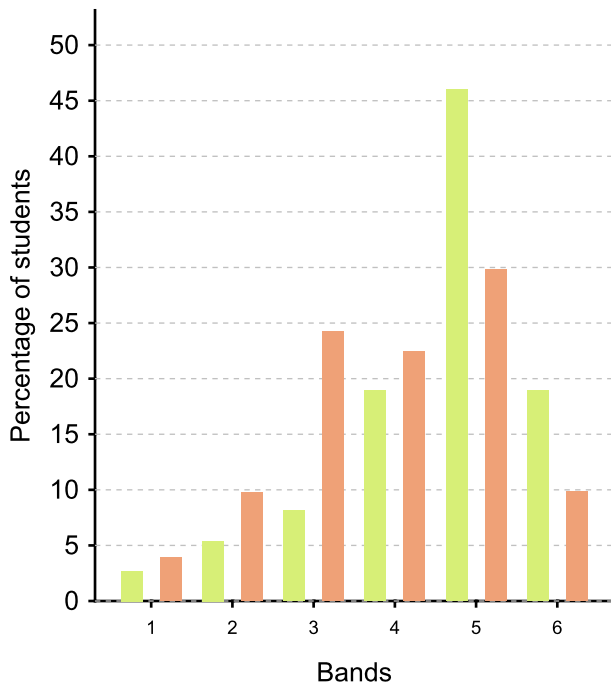
Percentage in bands:
Year 3 Spelling



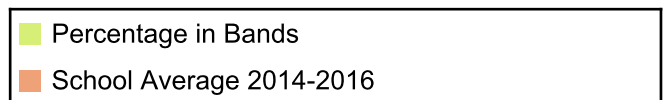
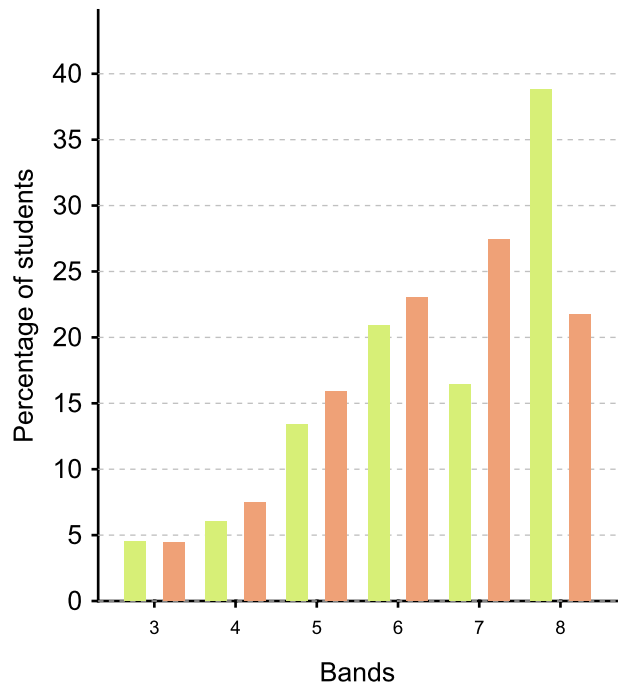
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Writing

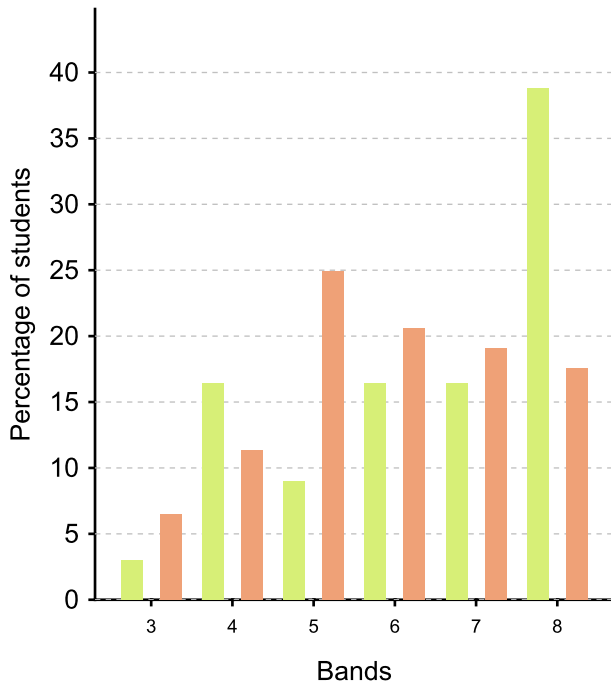


Percentage in bands:
Year 5 Spelling



Percentage in bands:

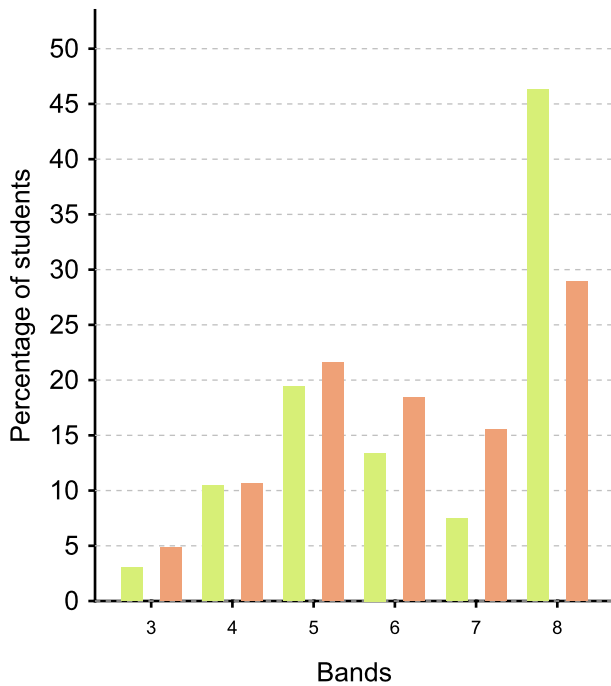
Year 5 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Year 3 Numeracy: 2014 – 2016

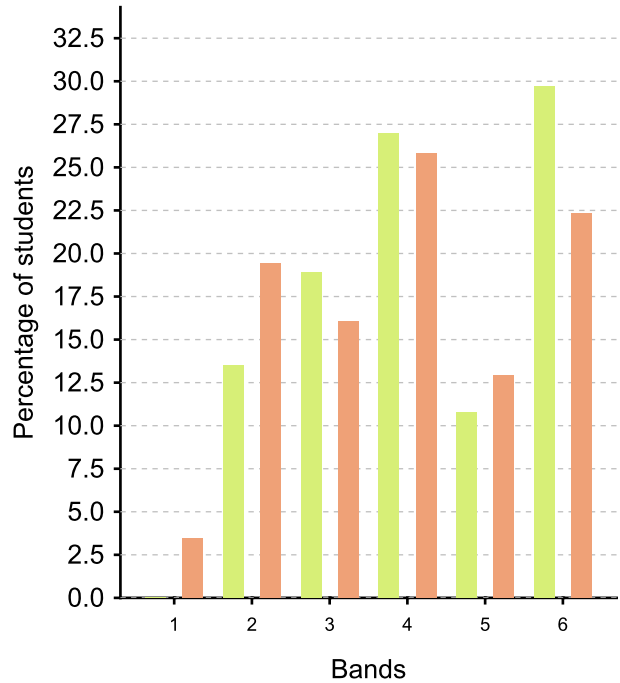
10% growth trend all students (2016 above State and DoE average), with Band 6 above State and DoE average

Year 5 Numeracy: 2014 – 2016

18% growth trend all students (2016 above State and DoE average), with Band 8 above State and DoE average

Percentage in bands:

Year 3 Numeracy



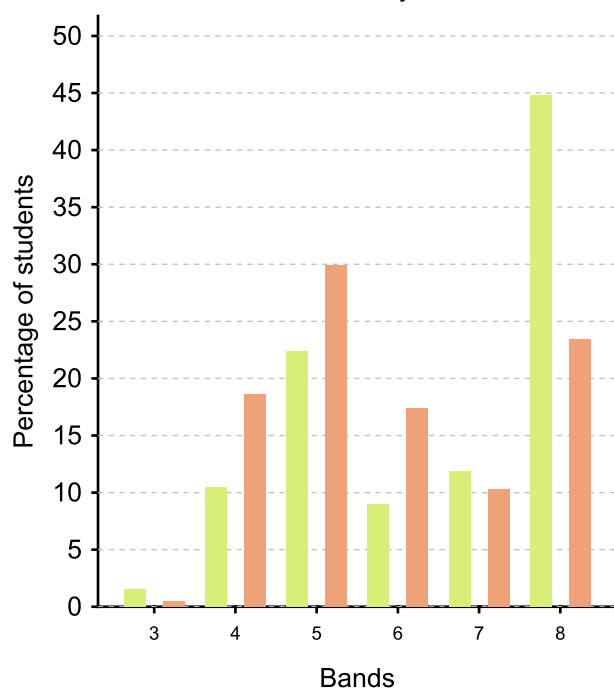
Percentage in Bands
School Average 2014-2016

Key student outcome improvements since 2014

NAPLAN 2016 Growth Trend and/or Above Average results in Top Two Bands

Year Three & Year Five: Numeracy

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Premier's Priorities: Improving education results and State Priorities: Better services

Improving Aboriginal education outcomes for students in the top two NAPLAN bands

The Premier Priorities for NSW includes improving Aboriginal education outcomes by increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

Personalised Learning Pathway (PLP) of individual students are developed by teachers in consultation with parents to strategically and collaboratively plan for academic growth and success at school.

Students will show growth in Literacy and Numeracy

- Specific NAPLAN targets identified
- Differentiated strategies targeting individual learning needs and goals
- Participation in specific interventions, programs and/or initiatives to target specific skills

Students will display positive classroom work habits/application and acceptable classroom behaviour that supports the learning environment

- Evidence of ongoing achievement of wellbeing Certificates of Success
- Expectations about kind, calm and mindful behaviour made clear at the start of the day

Students will regularly attend school

- 90% minimum target attendance
- Regular contact with parents/carers to ensure attendance is high

Parent/caregiver, student, teacher satisfaction

PARENT SURVEY

A survey, *Partners in Learning* by the NSW CESE Project, was made available to parents at Ashfield Public School between 22nd August 2016 and 21st September 2016. There were 49 respondents.

The survey included seven separate measures from strongly agree to strongly disagree which were converted to a 10 point scale and averaged.

0 – strong disagreement

5 – neither agree nor disagree

10 – strong agreement

PARENTS FEEL WELCOME

I can easily speak with my child's teachers: 8

Teachers listen to concerns I have: 7.8

I can easily speak with the school principal: 8

PARENTS ARE INFORMED

I am well informed about my child's progress in school subjects: 6.9

I am informed about opportunities concerning my child's future: 6.5

I am informed about my child's social and emotional development: 6.7

SCHOOL SUPPORTS LEARNING

Teachers have high expectations for my child to succeed: 7.4

Teachers show an interest in my child's learning: 8.3

My child is encouraged to do his or her best work: 8.1

Teachers take account of my child's needs, abilities, and interests: 7.6

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

Teachers expect my child to pay attention in class: 8.2

Teachers maintain control of their classes: 7.4

My child is clear about the rules for school behaviour:
8.6

SAFETY AT SCHOOL

Behaviour issues are dealt with in a timely manner: 7.4

My child feels safe at school: 8.1

The school helps prevent bullying: 7.9

INCLUSION AT SCHOOL

Teachers help students who need extra support: 7.6

Teachers try to understand the learning needs of
students with special needs: 7.7

Teachers help students develop positive friendships:
7.2

TEACHER SURVEY

A teacher survey, *Focus on Learning* by the NSW
CESE Project, was made available to teachers at
Ashfield Public School between 22nd August 2016 and
30th August 2016. There were 11 respondents.

The survey included seven separate measures from
strongly agree to strongly disagree which were
converted to a 10 point scale and averaged.

0 – strong disagreement

5 – neither agree nor disagree

10 – strong agreement

LEADERSHIP

School leaders have:

helped me establish challenging and visible learning
goals for students: 7.7

provided me with useful feedback about my teaching:
7.3

helped me improve my teaching: 7.5

have created a safe and orderly school environment:
7.5

COLLABORATION

Teachers have given me helpful feedback about my
teaching: 7.3

I talk with other teachers about strategies that increase
student engagement: 8.5

Teachers in our school share their lesson plans and
other materials with me: 8

LEARNING CULTURE

I give students written feedback on their work: 7.5

In most of my classes I discuss the learning goals for
the lesson: 7.3

Students become fully engaged in class activities: 8.2

I am effective in working with students who have
behavioural problems :8.2

I set high expectations for student learning: 8.2

DATA INFORMS PRACTICE

My assessments help me understand where students
are having difficulty: 8

I provide examples of work that would receive an A, B
or C: 6.8

I use results from formal assessment tasks to inform
my lesson planning: 7.5

TEACHING STRATEGIES

I help students set challenging learning goals: 7.7

My students are very clear about what they are
expected to learn: 8

I discuss with students ways of seeking help that will
increase learning: 7.7

TECHNOLOGY

Students have opportunities to use computers or other
interactivetechnology for describing relationships
among ideas or concepts: 6.8

I help students set goals for learning new technological
skills: 6.4

Students have opportunities to use computers or other
interactive technology to analyse, organise, and
present subject matter: 6.6

INCLUSIVE SCHOOL

I am regularly available to help students with special learning needs: 8.2

I strive to understand the learning needs of students with special learning needs: 8.6

I establish clear expectations for classroom behaviour: 9.3

PARENT INVOLVEMENT

I work with parents to help solve problems interfering with their child's progress: 8

I share students' learning goals with their parents: 7.7

I ask parents to review and comment on students' work: 6.6

Parents understand the expectations for students in my class: 7.7

Parents are regularly informed about their child's progress: 7.5

STUDENT SURVEY

A student survey, Tell Them From Me by the NSW CESE Project, was completed by students from Years 4 to 6 at Ashfield Public School between 14th March and 17th March 2016.

The number of students by year level is:

Year 4: 33

Year 5: 66

Year 6: 26

PARTICIPATION IN SPORT

75% of students had a high rate of participation in sport.

The NSW Government norm is 83%

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

60% of students had a high rate of participation in extracurricular activities.

The NSW Government norm is 55%

POSITIVE SENSE OF BELONGING

76% of students had a high sense of belonging.

The NSW Government norm is 81%

POSITIVE RELATIONSHIPS

80% of students had positive relationships.

The NSW Government norm is 85%

VALUE SCHOOL

92% of students valued school.

The NSW Government norm is 96%

POSITIVE ATTITUDE TO HOMEWORK

62% of students had positive homework behaviours.

The NSW Government norm is 63%.

POSTIVE BEHAVIOUR AT SCHOOL

89% of students had positive behaviour.

The NSW Government norm is 83%

INTERESTED AND MOTIVATED

72% of students were interested and motivated.

The NSW Government norm is 78%

EFFORT

89% of students tried hard to succeed.

The NSW Government norm is 88%

EFFECTIVE LEARNING TIME

7.8 out of 10

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class.

The NSW Government norm is 8.2

RELEVANCE

7.6 out of 10

Classroom instruction is relevant to everyday life.

The NSW Government norm is 7.9

RIGOUR

7.5 out of 10

The classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback to help learning.

The NSW Government norm is 8.2

BULLYING

Perception of being a victim of moderate to severe bullying in the previous month.

23% of students

The NSW Government norm is 36%

ADVOCACY

7.4 out of 10

There is someone at school who consistently provides encouragement and can be turned to for advice.

The NSW Government norm is 7.7

POSITIVE TEACHER-STUDENT RELATIONS

8.1 out of 10

Teachers are responsive to student needs, and encourage independence with a democratic approach.

The NSW Government norm is 8.4

POSITIVE LEARNING CLIMATE

6.4 out of 10

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

The NSW Government norm is 7.2

EXPECTATIONS FOR SUCCESS

8.6 out of 10

The school staff emphasises academic skills and hold high expectations for all students to succeed.

The NSW Government norm is 8.7

Policy requirements

Aboriginal education

Ashfield Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education:

- Every assembly begins by acknowledging the traditional custodians of this land; the Wangal people of the Eora nation and the school community invited to pay respects to their elders past and present and extend that respect to other Aboriginal people present.

- Students participated in Yarn Up, a public speaking program for Stage 3 Aboriginal and Torres Strait Islander students. The program developed skills in impromptu speaking, public speaking and debating with a showcase at Parliament House.

- A student was nominated for Nanga Mai Awards, an annual event organised by Aboriginal Education and Communities Directorate to recognise and celebrate innovation, excellence and educational achievement in Aboriginal education in NSW public schools.

- NAIDOC Week was celebrated with a whole day of celebration led by Koomurri. The day included learning about the cultural heritage of Aboriginal peoples with dance, storytelling and art workshops. Students wore red, black and yellow.

Multicultural and anti-racism education

Wellbeing

Integral to successful multicultural and anti-racism is a whole school culture that sustains and grows student wellbeing through the provision of programs and practices which have embedded multicultural perspectives and counter racism and discrimination.

Underlying multicultural education and anti-racism education at Ashfield Public School is wellbeing. The school's Student Wellbeing Implementation Strategy is structured according to the NSW Department of Education and Communities (DEC) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive. It is about enabling students to be healthy, happy, engaged and successful.

The school is committed to a learning community that pursues eight student wellbeing goals. These student wellbeing goals are taught within the context of the Personal Development curriculum and are embedded into a whole school culture of success.

Wellbeing is also supported with engagement of a school chaplain under the National School Chaplaincy Program, which is operated via an agreement between the Commonwealth and NSW Governments. The program enables a school chaplain, Ms Heather Gorton, to work at school each Monday.

Mrs Gorton's role is to provide social, emotional and spiritual support to students. Mr Gorton also ran the Breakfast Club, which is part of the aim the Chaplaincy program to deliver non-religious wellbeing programmes to build a positive school environment and to promote social skills and connectedness of students.

Multicultural Education

Multicultural Education is about engaging the cultural, linguistic and religious diversity of the school and providing opportunities that enable all students to achieve equitable education and social outcomes.

As part of its commitment to multicultural education the school continued to implement an English as an additional language or dialect (EAL/D) program. EAL/D provides intensive support for students to develop their English language and literacy skills.

A Language Other Than English (LOTE) program and Community Language Other Than English (CLOTE) program were funded by the Department of Education (DoE) and implemented at the school. In 2016 all students participated in the LOTE program with a 30 minute Chinese lesson per week which focused on speaking, reading and writing. Also in 2016, as per the DoE funding, Mandarin speaking students participated in classes which were conducted in Mandarin and focused on the content and skills of a number of Key Learning Areas.

Anti-racism education

One of the aims of anti-racism education is to create a school environment of harmony and inclusion. Ashfield Public School sustains whole school systems and teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.

For example, Harmony Day was a significant event for the school. The day was celebrated on Thursday 10th March with a special assembly which included acknowledgement of Aboriginal people and their traditional ownership of the land. The inclusive and colourful assembly included a parade of flags from over

40 different countries and cultural groups enrolled at the school. Lessons in class during the day focused on sharing and learning about aspects of the various cultures. A twilight picnic provided the students, parents and community members with the opportunity to celebrate Harmony Day and enjoy a vibrant African drumming workshop.

During Week 8, Term One, the school had a focus on anti-bullying. Each day during the week classes presented an anti-bullying message on morning lines. On Friday 18th March the school recognised National Day of Action against Bullying and Violence with one class running anti-bullying workshops for the school. Included in the anti-bullying focus was that inclusive, respectful and responsible friends, which are four of the school wellbeing goals, are ways to stand up to racism and discrimination.

The school has a trained Anti-Racism Contact Officer to provide timely and professional responses to complaints regarding racism.