

# Ashfield Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** 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

## School contact details

Ashfield Public School

Liverpool Rd

Ashfield, 2131

[www.ashfield-p.schools.nsw.edu.au](http://www.ashfield-p.schools.nsw.edu.au)

[ashfield-p.School@det.nsw.edu.au](mailto:ashfield-p.School@det.nsw.edu.au)

9798 4400

## Message from the Principal

Ashfield Public School is focused on providing all students with access to high quality learning by engaging our students as confident learners who have the capacity to think deeply and apply their knowledge and understandings to new situations.

Underlying all that we do are our high expectations for success. At Ashfield Public School we encourage all students to do their best work and try hard to achieve. We give our students explicit feedback on their learning which is about teaching them to understand themselves as learners, how to identify their strengths and how to identify their areas for development.

At our school our teachers have a growth mindset which means that it doesn't matter where students begin, rather what is important is that all students participate, progress and develop to a higher degree by doing activities that they find interesting and that are worthwhile. Progress and development will vary between individuals and might be as simple as learning sight words, completing home reading or achieving 100% attendance in a term, but no matter how big or how small, all achievements matter and all improvements add up.

Our school's commitment to high quality learning draws on the understanding that we must engage our students according to the diversity of their capabilities and the different types of experiences that they bring to their learning. Therefore our school continues to provide a range of learning activities such as Maths Olympiad, Operation Art, Robotics, Glee Club, Tournament of the Minds and Times Table Club. These activities challenge and engage individual students at their own level of ability and interest.

Quality learning is also about giving our students a range of opportunities to perform at a higher level. This includes students presenting on school assemblies, competing at inter-school competitions and participating in Public Education events. Highlights of the year have included poetry and prose at the Sydney Eisteddfod, two artworks published in the 2018 Calendar for Cultural Diversity, a medal awarded in the ICAS Science competition and students performing at the Sydney Opera House. Our school makes sure that it recognises and celebrates the success and talent of all students and does this in many ways including via Twitter, in our newsletter and through conversations with our parents.

Strong foundations in literacy and numeracy are achieved through explicit teaching which is about teachers setting achievable learning intentions and success criteria so as to clearly show students what to do and how to do it. We know that when we give clear instructions on what is expected and what needs to be accomplished, then our students can make greater gains in their learning. Our teachers mentor other teachers through professional conversations, sharing best practice and by modelling teaching with demonstration lessons in classrooms.

Also at our school teachers have become experts at collecting data to identify areas in which students' learning may require additional attention and development. Information from a range of assessment tools including Accelerated Reader and Best Start help teachers understand the individual learning styles of students and respond better by undertaking different teaching approaches in their classroom. The data that we collect helps us make decisions on which are the best programs and initiatives to engage students according to their learning needs.

Wellbeing is very important with a strong sense of wellbeing linked to higher academic achievement, an increased positive attitude, more resilience and a greater capacity to have effective social interactions and sustain friendships. There is evidence to show that students with higher levels of wellbeing are more likely to be satisfied at school. Each day, wellbeing at Ashfield Public School is driven through nine goals that combine as a framework of strategies to guide our students and give them a deep understanding of how to be happy and successful. Our school awards and medals are very important signposts for students to be self-aware of wellbeing and its importance.

Quality learning is also driven by the positive partnership of parents and teachers. Ongoing research shows that family engagement in school improves student achievement, reduces absenteeism, and enables parents to understand the school's approach to their child's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behaviour. At Ashfield Public School teachers and parents talk each day in the playground after the 3pm bell or at Parent Forums; parents and teachers work together in the classroom, in the garden, sports carnivals, special events and at Computer Coding Club.

Our year at Ashfield Public School has been one where we have focused on what works best to achieve educational goals for all our students. With a wide range of learning opportunities and quality teaching practices we are focused on our mission to enable students to be successful learners, confident and creative individuals, and active and informed citizens.

High expectations, a growth mindset, engaging the diversity of learners with a range of opportunities and explicit teaching, developing wellbeing and collaborating with parents – all combine to make Ashfield Public School an educational community where quality learning thrives.

Damien Moran

## Message from the school community

It has been an honour to serve as president for 2017, a potent and productive year for Ashfield Public School P&C. This year, we successfully advocated for paperless school–parent communication, applied for local community grants and held multiple fundraising events to benefit our children. We ran vital supplemental extracurricular programs for music, art, languages and coding, cared for our gardens, collaborated with the school on finance planning, had a voice in contentious school matters, provided support to the school and parents as required, and most importantly: continued to build and shape a welcoming, diverse and united school community.

Our **major school community events** this year were the School Musical and the Twilight Picnic. The musical, “A Night at the Museum”, the culmination of a term–long, whole–school unit of work, was a great success and performances were well–attended. Led by Effie Tsouras and Grace Huntley, a team of parents raised money for the play, made and coordinated the costumes, sourced and applied make–up, provided refreshments, and organized all of 400+ students. The joy emanating from our kids around this event was unmistakable, and Matthew Duchesne’s photos a priceless keepsake. The Twilight Picnic, also led by Effie & Grace, was equally well–attended and enjoyed, and the food inclusive and sumptuous.

The P&C ran a number of **fundraisers** this year, which collectively made over \$10,000 in profit. 1) The Christmas Stall, 2) Mother’s Day Stall and 3) Father’s Day Stall were led by Effie, Grace and Melissa Kemp. The goods sold at these stalls were either donated or handmade by the parents, and apart from being financially successful, these stalls gave the students an opportunity and sense of independence in buying something for Mum, Dad or a special carer. Led by Grace, Effie, Melissa and Yuko, we also ran food–related fundraisers, including 4) a Bunnings’ BBQ, and 5) Refreshments for the School Musical and 6) Twilight picnic. 7) The Curious Kids Science Kit Fundraiser, led by myself, not only raised money, but provided the kids a fun way to engage with science over the April school holidays. Last but not least, 8) The Second–Hand Uniform Stall, led by Louise Millward, not only raised money for the school, but provided families with a cost–effective and environmentally friendly alternative to new uniforms. None of these would have been possible without the numerous other parents who volunteered their time and skills to each of these events. Fundraising profits went to support the school and our children, including:

- Purchasing Beebots to enrich the children’s learning of computational thinking
- Purchasing readers and books for the Accelerated Reader Program
- The installation of new toilet dispensers for the children’s toilets
- Garden maintenance and the installation of a boardwalk for the Sensory Garden
- Supplementing the cost of Years 5 and 6 camp
- Assisting with Stationary & IPad accessory costs for the school
- Insurance coverage for P&C events and extracurricular lessons & programs.

Our use of funds was anchored in the desire to support the education of our children, bring value to and enjoyment of our school, our children’s environment and community, and to acknowledge the wonderful efforts of all who help make this happen.

We made two **grant applications** this year. The first was to Inner West Club Grants for supplemental funding to the community language program, hoping to extend the school’s Chinese lessons to all students for the entire year. The supreme efforts of Rebecca Sheehan must be recognised here. Unfortunately, our application was not successful. Our second application, led by Brennan Daly, for the Inner West Council Stronger Communities Grant, was to improve the school garden and green areas, creating shared space and responsibility for the local community. The outcome of this application is still pending. We have this year, thanks to Karen Manning, completed a project for which we previously received grant money, the beautiful art installation you now see just outside of the school’s Murrell Street entrance.

Our P&C–supported **extra–curricular programs** have continued to flourish, with the private music (piano, violin & guitar) and foreign–language (German) lessons thriving, and an additional P&C program added this year, the visual art class “Design Make Create”, run by Michelle Kistima–Menser. The garden club was able to continue at a minimum, and then be woven into school practice, thanks to Matthew Duchesne, and Coding Club has continued free of cost, thanks to parent volunteers.

We took great strides towards achieving our **P&C goals** for this year:

- In order to **Better represent the diversity of the school (including across grade levels) on the P&C**: we held a welcome wine & cheese night for all parents at the start of the school year, led by Melissa Kemp; we sourced parent representation, support and opinions from diverse backgrounds and with children in different grade levels and classroom

types; we raised awareness about Let the African Children Learn Association (LACLA) and opened the doorway to further partnering; and we provided P&C and school information in other community languages and in digital formats, so that parents from non–English speaking backgrounds could more easily access online translation tools.

– In order to **Raise funds for the school**: we held fundraisers and applied for grants, as described above.

– In order to achieve **Better transparency and publicity on how we spend funds**: we held a collaborative meeting with the school on financial planning, and were more specific about how funds would be used in our fundraisers.

– In order to **Support the school in effective anti–bullying policies**: we sourced ideas and programmer for inclusivness, such as the friendship bench, which is now in use, and gave a parent voice to relevant school policies and procedures

– In order to **Improve communication** at the school: we successfully advocated for email and app school–parent communication; encouraged community language translations; and liaised between and met with parents, principal, staff and DOE whenever required.

In closing, I give enormous thanks to the dynamic duo that is Effie & Grace; to Damien Moran, a truly tireless and heartfelt principal; and to every individual who volunteered their time and skills this year. My biggest thanks go to the P&C Executive: Alex Huntley, Melissa Kemp, Louise Millward, Roshni Mezups, and KT Włodarczyk. Our strength as a team has impressed me, and I share the deepest gratitude for the many hours you’ve volunteered, and many gifts your unique selves brought to the group, and to the school, ensuring that all of our children continue to thrive.

Michela Carattini

P&C President



## School background

### School vision statement

Ashfield Public School is committed to giving every child every opportunity within a culture of evidenced-based growth, performance and wellbeing. It is committed to engaging students holistically by developing individual strengths and talents, a love of learning and the capacity to achieve. We value our school's diversity of cultural backgrounds and abilities. This informs a range of perspectives and practices that underpin our inclusive and quality learning initiatives.

Guided by the School Excellence Framework, our school is focused on developing teachers adaptive, innovative and future-focused educational practitioners. Collaboratively teachers analyse data and engage in reflective and informed quality teaching practices to implement a differentiated curriculum that meets the needs of individual students.

Our school positions itself as a community of creative learners that includes students, teachers, parents and the wider community. We systematically and collaboratively access resources and apply new knowledge within a safe learning environment.

### School context

Ashfield Public School, with an enrolment of 460 students including 75% students from a non-English speaking background, is a community school with a systematic and informed approach to education where quality teaching practices, positive relationships and rigorous curriculum programs focused on measurable growth, drive academic achievement and social success.

The school prioritises Instructional Leadership with the mentoring of beginning teachers, the identification of excellent teaching and learning, and the sharing of successful strategies. Professional development is about growing and sustaining teaching practices that are informed by feedback and analysis of current research; it builds the capacity of each teacher to create effective teaching and learning experiences for their students.

Being inclusive and embracing diversity drive a whole school culture of wellbeing that enables students to be actively engaged in their learning, have a range of fulfilling and respectful relationships, and experience a sense of belonging to their school and community. Focusing on ten wellbeing choices and a shared understanding of positive behaviour for learning, students are motivated to succeed and are given the opportunity to learn and grow with self-confidence.

The school includes a Support Hub 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. A Year 5 and a Year 6 Opportunity Class also operate at the school. The school focuses on inclusive practices that enable all students to access and participate in education on the same basis as other students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Learning

### *Learning Culture*

The school is driven by a deep belief that every student is capable of successful learning and has a commitment to promoting a quality educational environment reflective of its high expectations that all students will learn successfully.

One way that this learning culture is articulated within the community is via the Principal's Column which is published in the school's newsletter. Educational focuses of this column included:

- Quality Teaching and its link to professional development (T1 W3)
- Engaging students. Creating classrooms that improve learning (T1 W6)
- Differentiation of the curriculum to create equity (T1 W9)
- Effective evaluation of teaching practices(T2 W3)
- Using student assessment for professional learning (T2 W6)
- Embedded formative assessment (T2 W9)
- Education: The implications of AI, automation and 21st century skills needs (T3 W3)
- Deep Learning (T3 W6)
- AI and student feedback (T3 W9)
- Wellbeing (T4 T3)
- Anti-bullying interventions in schools –what works (T4 W6)
- Cognitive load theory (T4 W9)

Twitter is also used to connect the community with items of educational interest including articles and podcasts. This is about raising knowledge and understanding of educational issues to create a collective responsibility for success.

The school's understanding that a rigorous whole school learning culture supports the strong identities of students as learners who are able to achieve their personal best is actualised in a range of practices. For example, morning lines provide the opportunity to recognise all students for their achievements with the public presentation of school awards. Termly Honour Assemblies and the annual Presentation Assembly continue to reinforce the school's high expectation for education excellence with all students being acknowledged for their academic success relevant to individual ability.

## *Wellbeing*

The introduction of a ninth wellbeing goal, *Embrace Diversity*, was about strengthening the whole school culture of wellbeing that supports the cognitive, emotional, social, physical and spiritual wellbeing of all students. An article by the Centre of Statistics and Evaluation on anti-bullying intervention highlighted the importance of diversity and inclusion, another wellbeing goal, to reduce incidents of bullying within a school. This ninth goal also reflects the cultural diversity of Ashfield Public School with 44 cultural groups represented in its enrolment.

The introduction of a common approach to engaging students in positive behaviour for learning was introduced with the *How is your engine running?* initiative. This initiative is about explicitly teaching students different levels of behaviour, from the Red Engine (too high) through to the Blue Engine (too low) with the Green Engine (just right) reflecting the nine wellbeing goals. The initiative is about enabling students to understand and take control of their behaviour by making positive choices. It is about a shared understanding of all staff, parents and students to identify the range of behaviours that both support and detract from wellbeing, and how we work together to support all individuals to make positive choices to be motivated, successful and happy.

National Day for Anti-Bullying and Violence, Light it up Blue for Autism, Let the African Children Learn Association (LACLA), Principal's Disco, Twilight and Harmony Day continue to be important focuses for Ashfield Public School in regard to sustaining and growing wellbeing through community spirit, affirmation of positive behaviour for learning and high engagement activities.

Data from the Tell Them from Me survey continues to be used to analyse and evaluate school initiatives and systems that enhance wellbeing.

## *Curriculum and Learning*

A school scope and sequence sets out students' learning with a focus on continued challenge and maximum learning. Teachers meet regularly in Stage groups to decide on the evidence of learning that will be required, how students will demonstrate achievement in relation to the syllabus outcomes, and how this evidence will be gathered and recorded.

A whole school management system monitors individual students' with special education needs, and adjustments are categorised as cognitive, social/emotional and physical. Adjustments are also identified as supplementary, substantial and extensive.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Matific was introduced as a high interest online maths program for students to consolidate and extend mathematical skills. Matific provides an augmented reality (AR) environment that enables students to conceptualise mathematical content in a highly engaging online environment. Feedback from parents, teachers and students attests to the effectiveness on Matific to impact positively on student outcomes.

The school maintained active partnerships with other schools, community businesses and organisations, and universities to support learning. The WAFTUS (Wilkins Public, Ashfield Public, Fort Street High, Tempe High, University of Technology and Summer Hill Public) initiative involved high school students mentoring primary students to develop the skills of fair testing in Science. The project was also extended to include Ashfield Boys High School.

Pure Health, a local physiotherapy clinic continued to provide weekly videos which were shown each week on morning lines. These videos demonstrated exercises showcasing practices for good health. Pure Health also provided its annual backpack check.

The school supported the Settlement Services International Christmas appeal, and met with engagement officers to discuss how to raise the awareness of the refugee experience, particular as newcomers to Australia. The school continued to work with universities to provide placements for pre-service teachers.

The Triple E (Engagement, Enrichment & Extension) continued to focus on extra-curricular learning opportunities that are significant, support student development, and are strongly aligned with the school's vision, values and priorities. These initiatives included Robotics Club, Spellodrome, Typing Club, Time Tables Club, Operation Art, Choir, Eisteddfod, and Computer Code Club. These activities show themselves to be highly engaging and popular with students.

## *Assessment and Reporting*

The whole school assessment schedule is about an aligned school system of collecting, analysing and reporting data on student and school performance. Assessment data to monitor achievements and gaps in student learning is used to inform planning for particular student groups and individual students.

Included in this schedule is Accelerated Reader, which provides all students from Year 1 – 6 with a reading age. This



reading age is used to identify learning needs and allocate support to identified students. It also enables the identification of students who need to be accelerated.

Essential Assessment is also a part of the assessment schedule. This online assessment tool enables teachers to pre-test students to establish knowledge and understanding, with post-test data enabling teachers to assess the impact of their teaching on student progress.

### *Student Performance Measures*

The school leadership team utilises Scout, a suite of business analytics tools developed to provide information student performance measures. Part of this process has been the upskilling of school leaders to analyse, interpret and extrapolate Scout data and use it to inform planning, identify interventions and modify teaching practices:

#### Scout Value Added Report

The Scout Value Added Report displays information about learning growth of students in school with an adjustment for the characteristics of the students. The Ashfield Public School Scout Value Added Report shows:

- Best Start to NAPLAN across Years K–3: Above state average
- NAPLAN to NAPLAN across Years 3–5: Below state average

#### Scout Socio–Economic Status (SES) Report

Ashfield Public School receives equity loadings for socio–economic background and Aboriginal background based on the Family Occupation and Education Index (FOEI) with funds targeted towards students with the highest need, those in Quarter 1 and Quarter 2.

The SES Report analyses the performance these student groups to determine whether marked differences exist based on Aboriginality or SES over time. If differences do exist then planning programs and strategies to assist student groups can be implemented and tracked over time to see whether they were successful at achieving the desired outcomes. The Ashfield Public School SES Report shows:

#### SES Year 5 NAPLAN

- Quarter 1 (Lowest) – 2013 (2) 2014 (1) 2015 (2) 2016 (6) 2017 (4)
- Quarter 2 – 2013 (4) 2014 (3) 2015 (4) 2016 (10) 2017 (4)
- Quarter 3 – 2013 (5) 2014 (10) 2015 (4) 2016 (14) 2017 (13)
- Quarter 4 (Highest) – 2013 (5) 2014 (1) 2015 (5) 2016 (26) 2017 (31)

#### SES Year 3 NAPLAN

- Quarter 1 (Lowest) – 2013 (0) 2014 (2) 2015 (1) 2016 (1) 2017 (2)
- Quarter 2 – 2013 (6) 2014 (7) 2015 (2) 2016 (3) 2017 (5)
- Quarter 3 – 2013 (5) 2014 (7) 2015 (9) 2016 (10) 2017 (16)
- Quarter 4 (Highest) – 2013 (4) 2014 (6) 2015 (12) 2016 (9) 2017 (15)

## **Teaching**

### *Effective Classroom Practice*

The Quality Teaching Successful Students (QTSS) staffing allocation was used to sustain the school's commitment to building teacher capacity for evidence based teaching practice. This included a teacher released from class to mentor other teachers in the effective use of Learning Intentions and Success Criteria to track student progress, provide feedback and assess achievement.

A continued focus for the school is the creation of learning opportunities that can be measured using the Department of Education's A–E scale. This is about providing students with the opportunity to apply skills and knowledge to new situations. Student work samples are shared during professional development sessions with the opportunity for consistent teacher judgment.

### *Data Skills and Use*

A whole school assessment schedule was reviewed with a focus on student assessment data being regularly used school-wide to identify student achievements and progress, in order to inform future school directions. Key assessment tools used included:

- Accelerated Reader
- PM Benchmark
- Essential Assessment
- NAPLAN
- PLAN

For the school leadership team, data skills and use has been about analysing whole school data, including the data provided by NAPLAN, Sentral and the Tell Them From Me survey to identify trends and establish what the school does well and areas for improve.

With the increasing capacity of third party and Department of Education (DoE) digital tools to collect and collate data, the ability of the school to understand and respond to the needs of student cohorts continues to grow.

### *Collaborative Practice*

A rigorous schedule of Communication Meetings, Stage Meetings and Professional Development facilitated a whole school culture of teacher collaboration. Within these forums, key note speakers and professional dialogue with other teachers provided the opportunity for reflection on pedagogy, the opportunity to connect current research to personal practice and the opportunity to consider how to embed best practice into the classroom.

As part of collaborative practice, the Department of Education's (DoE) Personal Development Plan (PDP) process facilitated a whole school focus on visible learning. As part of this process, Learning Intentions and Success Criteria were prominent in all classrooms to create a shared understanding for all teachers of the impact of teaching practices on student success and achievement.

The PDP process also involved a formalised observation process which included giving teachers the opportunity to have their teaching practice observed by peer teachers, and in turn, to observe the teaching practice of others. Via the PDP, teachers demonstrated an ability to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence and research based teaching strategies.

### *Learning and Development*

Professional Development (PD) continued to focus on developing teacher capacity to know the impact of their teaching by measuring growth for all students including high achieving students and students not meeting minimum proficiency.

Using the School Excellence Framework, PD focused on developing the capacity of teachers to use school systems to identify student learning need, track subsequent interventions and initiatives, and identify progress. This included skill acquisition regarding online assessment tools and tracking data via Excel spreadsheets.

PD also involved teachers sustaining and growing professional knowledge regarding Health and Safety with knowledge and skills in Child Protection, CPR, Anaphylaxis and Emergency procedures important aspects of maintaining a safe school environment.

### *Professional Standards*

The school leadership team has been committed to developing a deep understanding of the Australian Professional Standards for Teachers. This has enabled the leadership team to effectively mentor beginning teachers at the school who are seeking accreditation.

The leadership team has worked closely with beginning teachers to support them as they gather and annotate evidence of effective teaching practice that demonstrates their ability to meet the Standard Descriptors of the teaching standards

and thereby achieve accreditation.

The school leadership team is well-placed to lead the whole teaching staff in 2018 when the maintenance of accreditation becomes mandatory for all teachers.

## **Leading**

### *Leadership*

Staff have purposeful leadership roles based on professional expertise. For example, the School Administration Manager accepted a newly created role by the Department of Education, the role of Business Manager. The role, which is due to commence in 2018, is about strengthening the school's capacity for strategic financial management.

The school's Executive Team, which includes Assistant Principals and Team Leaders, is committed to the school's strategic directions and practices to achieve educational priorities. Each term the Executive Team meets with all teachers and, within teams, tracks the milestones of the School Plan.

### *School Planning, Implementation and Reporting*

The school leadership team, teachers and parents collaboratively reflected on the proposed 2018–2020 School Plan at a one day workshop. This included a discussion about the school's continuous improvement efforts, with a focus on the revising the school's vision and strategic directions.

The 2018–2020 School Plan is focused on the nine processes to achieve student outcomes:

- Measurable growth
- Systematic implementation of the school curriculum
- Effective teaching practice
- Differentiated Learning
- Future focused learning
- Student engagement and wellbeing
- Management practices
- Inclusive Practice
- Educational leadership

A parent forum took place with a focus on Inclusive Practice. Specifically this was about communicating with parents of children with a disability and raising understanding about aspects of inclusion including universal design of the curriculum.

The school's Annual Report focuses on improvement via rigorous data collection to drive accountability against the strategic directions of the School Plan.

### *School Resources*

The school is focused on applying resources including staff time, expertise, funds, facilities, materials, in a targeted manner to meet the learning and wellbeing needs of all students. For example, the Community Language staffing allocation is used to provide specialist support for Mandarin speaking students, and to also provide an introduction to Mandarin and Chinese culture to all other students through weekly half hour lessons for a semester. The school chaplain works with teachers to run social skill programs for identified students. Visits to local high schools have enriched the Science and Technology program from Years 3 to Year 6 with student progress in skills and understanding of fair testing being assessed.

A focus on improving the school-wide practice to identify and address student needs resulted in the creation of the Student Plan Series. This series is about the documentation and tracking of Learning & Support, and Health & Safety systems used to engage students. The series includes:

- Individual Education Plan
- Personal Learning Pathway

- Behaviour Support Plan
- Risk Management Plan
- Risk Assessment
- Anti-Bullying Plan
- Attendance Plan

The documents have been redesigned with a focus on simply and effectively communicating information and monitoring progress.

Flexible structures and processes enable the school to respond appropriately to the needs of individual learners. For example, Step it up Maths and Step it up English facilitated the acceleration of identified students.

#### *Management Practices and Processes*

The use of Sentral expanded to the Wellbeing and Health Modules with an emphasis on detailed online data collection. This includes online documentation of interaction with parents, external organisations, and student participation in Learning Interventions and Triple E initiatives.

The introduction of School Enews enabled notes to be published online via the school website, parent's emails and school app. This was in response to parent feedback regarding communication between the school and home. Online notes has been identified as the next area to streamline communication.

## 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

Understanding the impact of programs and initiatives continued to be an important part of measurable achievement. Kindergarten teachers participated in intensive training to implement Language, Learning and Literacy (L3), a research-based intervention program targeting reading and writing. Working with a L3 mentor, teachers developed their understanding the impact of explicit instruction to progress achievement in reading and writing:

#### L3 Kindergarten 2017 Week 38 Data

Reading: Clusters 3&4 – 52%; Clusters 5–7 – 34%

Comprehension: Clusters 3&4 – 48%; Clusters 5–7 – 44%

Writing: Clusters 3&4 – 60%; Clusters 5–7 – 26%

The UK phonics screening check, an informal test to observe progress in phonics skills was trialed as an assessment tool to enable teachers to understand the impact of the phonics instruction, and to plan for targeted teaching to progress student outcomes:

#### Phonics Screen Year 1 Data Term One 2017

0–9 (40%) 10–19 (16%) 20–29 (21%) 30–39 (21%) 40 (2%)

#### Phonics Screen Year 2 Data Term One 2017

0–9 (11%) 10–19 (18%) 20–29 (22%) 30–39 (42%) 40 (7%)

The Whole School Assessment Plan was a significant focus for the school, with a range of assessments selected for consistent use across the school. PM Bench Marking and the Schedule for Early Number Assessment continued to provide data from Years K–2, with Essential Assessment and Accelerated Reader used for data in Years 3–6. The Whole School Assessment Plan is about understanding the impact of school and classroom practices as student progress is tracked from year to year.

A focus in 2017 in the area of developing and maintaining teacher skills was for 100% of teachers to be accredited, or be seeking accreditation with the NSW Education Standards Authority (NESA). Professional development focused on developing an understanding the Cycle of Maintenance of Accreditation whereby all teachers must demonstrate their capability to meet the Australian Professional Standards for Teachers at one or more of four career stages in teaching.

The school system to track supplementary, substantial and extensive adjustments for targeted students was reviewed and improved with a focus on ensuring the consistent use of a school based Personal Learning Identification Tool (PLIT) and the Personalised Learning and Support Signposting Tool (PLASST).

The English as an Additional Language/Dialect (EAL/D) team used school EAL/D School Evaluation Framework to evaluate how well the school is working towards achieving a sustained whole school strategy to meet the English language learning needs of EAL/D students. The framework is used to support the development of a school's strategy for supporting EAL/D students and inform strategic directions within the school planning process. It is used to recognise school processes and practices that support EAL/D students and to identify areas to target resources to more effectively to support EAL/D students.

Each teacher maintained a Personal Development Plans (PDP) which included a whole school goal on Visible Learning. This goal was about sustaining a whole school culture of effective, evidence-based teaching and supporting teachers to develop the skills and capacity to sustain and grow this practice.

Throughout the year the leadership team promoted and demonstrated professional learning in data concepts, analysis and use of student assessment data and related tools. This included examining trend data, student growth and related teaching strategies and interventions. The leadership team also presented a Parent Forum about student assessment data and its use to identify student achievements and progress, and how it informs future school directions.

| Progress towards achieving improvement measures   |  |   |
|---|--|---|
| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
| 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 | Reading & Rugby: \$760<br><br>PM Reading: \$4000<br><br>Professional Development L3:<br><br>\$4500 | Best Start Interviews – Kindergarten<br><br>Phonics Screening – Years 1&2<br><br>Phonics Hero program for targeted students<br><br>Use of Student Support Series<br><br>Reading and Rugby Program<br><br>Essential Assessment for numeracy (Years 1–6)<br><br>Schedule for Early Number Assessment (SENA) (Years K–3)<br><br>PM Reading Benchmark (Years K–3)<br><br>Star Reading Age Assessment and Accelerated Reader (Years 1–6)<br><br>Planning Literacy and Numeracy (PLAN) benchmark data & tracking (Whole School)<br><br>Professional Development on the use of data to benchmark teaching strategies and programs across the school with post data used to analyse and evaluate effectiveness of impact on learning<br><br>Professional Development on Accelerated Reader<br><br>Establishment of a zone in the library for Accelerated Reader books to be easily accessed.<br><br>Professional learning for L3 teachers throughout a school year including workshops, demonstration lessons, supervised practice and on-the-job support |
| 1.2 Review of school's education program including scope and sequences, teaching programs and assessment plans to show compliance with BOSTES                       |  | Sustain and grow the school's Triple E (Engagement, Extension and Enrichment) program<br><br>Stage Overviews and Class Timetables for each class showing the allocation of time and teachers for each KLA published each term on SchoolEnews.<br><br>Professional Development in Essential Assessment and Accelerated Reader<br><br>Overview of the school's educational program indicating the scope and sequence of learning/units of work in relation to outcomes of NESA syllabus for each KLA for each Year<br><br>Introduction to Music with the Creative Arts Syllabus (all teachers)  |
| 1.3 Performance and   |  | Setting of Profession Goals   |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| 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 |                               | <p>Mapping out of Professional Learning</p> <p>Mapping out evidence for observations</p> <p>Data collection to show the range of professional development effective teaching practices</p> <p>Quality Teaching Successfully Students (QTSS) allocation supporting mentoring of teachers with a focus on measuring impact of teaching via formative assessment</p>   |
| 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  |                               | <p>National Consistent Collection of Data (NCCD)</p> <p>Professional Development on data analysis and the interpretation of that data</p> <p><b>Best Start to NAPLAN 3 Value Added</b></p> <p>Growth of student scores between kindergarten and Year Three: 10.76%</p> <p><b>NAPLAN 3 –5 Value Added</b></p> <p>Growth of student scores between Years Three and Five: 82.34%</p> <p>45.5% of students in Top 2 Bands for NAPLAN Year 3</p> <p>51.1% of students in Top 2 Bands for NAPLAN Year 5</p> <p>Excel spreadsheet to calculate class effect size and show growth</p> |

## Next Steps

Sustain and grow the systematic delivery of a whole school, future focused curriculum where quality teaching is innovative and evidenced-based with a focus on measurable growth and performance for every child, for all abilities.

Ongoing professional development to guide a collaborative, informed and consistent approach whereby teachers engage with *The Australian Professional Standards for Teachers* in an ongoing cycle of evaluation and improvement to implement rigorous teaching programs that reflect current educational practice and drive the academic and social progress of all students.

Build the school's capacity to collect, analyse and apply quality, valid, reliable and ongoing data to show student progress towards goals.

Continue to improve the consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment schedules and samples of student work.

## 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's Triple E (Engagement, Enrichment & Extension) initiative continued to be strongly aligned to the school's vision of every child, every opportunity by maximising student participation through an active and engaging extra-curricular programs. With over fifty initiatives throughout the year, the Triple E program enabled students to compete in inter-school and external competitions, participate for fun and sociability and develop skills in a particular high interest area.

The school's vision of sustaining and growing a culture of growth, performance and positive wellbeing was at the heart of *A Night at the Museum*, a whole school production presented in Term 3, Week Ten. The production provided a performance opportunity in Dance, Music and Drama for all students. Each class group presented a choreographed dance, and sang a number of songs as part of a scripted play with principal and supporting characters. Parents were an integral part of the success of this initiative with parent teams creating costumes, props, staging and providing catering on the evening.

The school marked its second year for participation in the RoboCup Junior. Two teachers participated in professional development to build the expertise of instruction within the school. The Robotics Club met after school each week, with a team preparing for the competition. The program, working in conjunction with the weekly Computer Coding Club, continues to be about sustaining and growing an interest in scientific and technological fields and to cultivating student and teacher interest through robotic competitions through hands on creation.

The school participated in a successful trial of the NAPLAN Online School Readiness Test which is about moving from the current paper-based tests to computer-based assessments. The school readiness test was completed during a one week period

The school used the Tell Them From Me student survey, a biannual online survey of student engagement for school students from Years 4–6 to reflect on the issue of bullying. Using research presented by the Centre of Statistics and Educational Evaluation (CESE) there was a focus on how to reduce incidents of bullying via a whole school culture of inclusiveness and diversity. The ninth wellbeing goal, Embrace Diversity, was introduced to sit alongside the wellbeing goal, Be Inclusive, as a proactive approach reducing bullying with a high expectation for positive interactions and the explicit instruction of self-empowerment and confidence.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)   | Progress achieved this year   |
|--|---|---|
| 2.1 Extra-curricular programs and teaching practices are significant and support student development, and are strongly aligned with the school's vision, values and priorities | Bandfest: \$200<br>Cantabile Festival: \$700<br>Drumming Club: \$2000<br>School Band: \$5625<br>Glee Club: \$2000<br>Footsteps: \$800<br>Operation Art: \$380<br>A night at the Museum: \$17890 | Creative Arts / Music: <ul style="list-style-type: none"><li>• Enagdine Bandfest</li><li>• Cantabile Festival</li><li>• Festival of Instrumental Music</li><li>• Drumming Club</li><li>• Junior and Senior Choir</li><li>• Junior and Senior Recorder</li></ul> Creative Arts / Dance: <ul style="list-style-type: none"><li>• Glee Club</li><li>• Footsteps Dance (Year 6)</li></ul> Creative Arts / Art: <ul style="list-style-type: none"><li>• Operation Art</li><li>• Wests Leagues Club Art Competition</li><li>• Art Class Years K–2</li></ul> Creative Arts / Drama <ul style="list-style-type: none"><li>• A night at the Museum</li></ul> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)   | Progress achieved this year  |
|--|---|--|
| 2.1 Extra-curricular programs and teaching practices are significant and support student development, and are strongly aligned with the school's vision, values and priorities | <p>Theatre: \$8072</p> <p>ICAS: \$5241</p> <p>Tournament of the Minds: \$580</p> <p>Maths Olympiad \$145</p> <p>Debating: \$390</p> <p>Multicultural Speaking: \$80</p> <p>Book Week: \$1890</p> <p>Accelerated Reader: \$4000</p> <p>Essential Assessment: \$1045</p> <p>Dorothy McKellar: \$45</p> <p>Zone Carnivals: \$180</p> <p>Swimming Lessons: \$10 000</p> <p>Gymnastics: \$13760</p> <p>Athletics: \$15050</p> <p>Lifeskills: \$16164</p> <p>PSSA: \$253</p> <p>Aboriginal: \$5772</p> <p>Harmony Day: \$1140</p> | <ul style="list-style-type: none"> <li>• Excursions to theatre (K–2) Horrible Harriet(3–4) The 26 Story Treehouse</li> </ul> <p>Academic:</p> <ul style="list-style-type: none"> <li>• International Competitions and Assessments for Schools (ICAS)</li> <li>• Tournament of the Minds</li> <li>• Maths Olympiad</li> <li>• Inter-school Debating</li> <li>• Whole School Public Speaking Program</li> <li>• Multicultural Speaking Inter-school Competition</li> <li>• Book Week</li> <li>• Premiers' Spelling Bee</li> <li>• Premiers' Reading Challenge</li> <li>• Sydney Story Workshop (Years 5&amp;6)</li> <li>• Accelerated Reader</li> <li>• Essential Assessment</li> <li>• Dorothy McKellar</li> </ul> <p>Sport &amp; Fitness</p> <ul style="list-style-type: none"> <li>• Zone Carnivals: Cross Country, Athletics &amp;Swimming</li> <li>• Swimming Lessons (K – 6)</li> <li>• Fit Futures: Athletics &amp; Gymnastics</li> <li>• Pure Health weekly videos on morning lines</li> <li>• NSW Primary Schools Sports Association (PSSA)inter-school competition 3–6)</li> <li>• Lifeskills</li> </ul> <p>Cultural &amp; Environment</p> <ul style="list-style-type: none"> <li>• Aboriginal Cultural Day presented by Muru Mittigar</li> <li>• YARN UP public speaking for Indigenous Students</li> <li>• DEADLY kids awards</li> <li>• Harmony Day – assembly and cultural activities</li> <li>• Indonesian Dancing (K–1)</li> <li>• Gardening Club</li> <li>• Mottaini</li> </ul> |
| 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>Robotics: \$967</p> <p>Robocup: \$200</p>  | <p>Introduction of Matific</p> <p>NAPLAN Online Test Trial</p> <p>Digital learning:</p> <ul style="list-style-type: none"> <li>• Robotics Club</li> <li>• RoboCup</li> <li>• BeeBot Cup</li> <li>• Computer Code Club</li> </ul>   |
| 2.3 Increase the opportunities for students to engage in authentic learning involving the application of high order thinking skills  | <p>Phonics Hero: \$975</p>  | <p>Skill Development:</p> <ul style="list-style-type: none"> <li>• Spellodrome</li> <li>• Phonics Hero</li> <li>• Typing Class</li> <li>• Homework Club</li> <li>•</li> </ul> <p>Science, Technology, Engineering, Art, Maths (STEAM):</p> <ul style="list-style-type: none"> <li>• Science Fair – Whole School</li> <li>• WAFTUS Community of Schools Science – Fair Testing Initiative – Stage 2</li> <li>• Ashfield Boys High School Science – Fair Testing Initiative – Stage 2</li> </ul>   |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| 2.3 Increase the opportunities for students to engage in authentic learning involving the application of high order thinking skills                   |  | <ul style="list-style-type: none"> <li>• Canterbury Boys Enrichment Program – Stage 3</li> </ul>  |
| 2.4 Review effectiveness of current policies and frameworks to support the cognitive, emotional, social, physical and spiritual wellbeing of students | <p>Interrelate: \$1937</p> <p>Young Leaders Day: \$600</p> <p>Purchase of medals: \$1000</p> | <p>Social and critical thinking initiatives:</p> <ul style="list-style-type: none"> <li>• Tinker Time</li> <li>• Lego Club</li> <li>• Chess Club</li> <li>• Debating &amp; Eisteddfod</li> <li>• Timetables Club</li> <li>• Life skills Wellbeing Program</li> <li>• Outdoor Classroom</li> <li>• Walk Safely to School Day</li> <li>• Interrelate (Year 5)</li> <li>• Ashfield's Got Talent</li> <li>• Bring and Buy Sale</li> <li>• Young Leaders Day</li> </ul> <p>Review of the Sport and Physical Activity Policy – NSW Department of Education</p> <p>Development of the Responding to Behaviour Implementation Strategy 2017</p> <p>Twilight Picnic</p> <p>Morning lines for daily presentation of School Awards and School Medals</p> <p>Honour Assemblies: Literacy (T1) Numeracy (T2) Creative Arts (T3)</p> <p>Presentation Assembly (T4)</p> <p>Light It Up Blue for Autism</p> <p>Let the African Children Learn focus</p> <p>National Day of Action against Bullying and Violence (NDA)</p> |

## Next Steps

Teaching programs demonstrate that curriculum delivery is differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Increasing the school's capacity to collect and apply data about the range of student ability regarding deep learning.

Developing an evidence based approach to whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## 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 focus on Work, Health and Safety policies and procedures has been about ensuring compliance with the NSW Educational Standards (NESA) standards including ensuring the maintenance of facilities, premises and buildings and the provision of a safe and supportive environment. This has involved focusing on school systems and reflecting on the efficiency and sustainability of WHS management at the school. Communication and record keeping procedures for First Aid, the Working with Children's Check and Child Protection were reviewed, with Sentral being introduced to support online documentation.

As per the Australian Professional Standards for Teachers, the Executive Team reflected on ways to take a leadership role to strengthen professional and community networks. The executive team sought more information on the National Disability Insurance Scheme (NDIS), and how to work collaboratively with parents to provide education advice during the process to access disability support for students.

Parent input was actively sought throughout the year via Parent Forums. These forums, with an average of 8 to 15 people per session, provided the opportunity for parents and teachers to collaborate on a range of issues.

One series of Forums was in response to identified incidents and parent concerns regarding inappropriate student behaviour. These forums resulted in the creation of the *Responding to Behaviour Implementation Strategy*. This strategy describes behaviour as being like an engine with different levels: Level Five (Engine running too high – big issue), Levels Four & Three (Engine running fast – medium issue), Level Two (Engine running just right – making good wellbeing choices) and Level One (Engine running too low – issue maybe big or small). The strategy is about a shared understanding between students, parents and teachers of different types of behaviours, and the responsibilities of the school and students in responding to these behaviours.

Another series of Forums focused on the transition of the music program, from a stand-alone program taught by a specialist music teacher, to being integrated into the classroom and taught by classroom teachers. A group of parents formed a working party to focus on supporting the teachers with resources and expertise as they maintained the continuity of a highly effective music program.

Parents were also involved in the writing of the School Plan 2018–2020. A planning day with teachers and parents provided the opportunity to provide input and collaborate on Strategic Directions and school processes. A parent forum on Inclusive Practice was the opportunity to discuss practices and products of this particular process and seek parent contributions.

The improvement of the school's financial management capability was about the implementation of the new Learning Management and Business Reform (LMBR) which involved changing the way the school managed student enrolment and administration and finance. This involved realigning school systems to new software platforms including a standardised finance system (SAP).

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)                       | Progress achieved this year   |
|--|---|---|
| 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 Casual Salaries: \$11162<br><br>Sentral: \$5000 | Professional Development (all staff): <ul style="list-style-type: none"><li>• Code of Conduct</li><li>• Child protection induction and an update</li><li>• Managing Asthma</li><li>• Managing Epilepsy</li><li>• Managing CPR and Anaphylaxis</li></ul> A review of the Department of Education (DoE) policies and school procedures that provide for the |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)                           | Progress achieved this year  |
|--|---|--|
| 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                 |   | <p>welfare of students via the DoE A–Z tool – Protecting Children, Working with Children's Check and Attendance</p> <p>Introduction of Google Forms to track WHS issues actioned by the GA.</p> <p>Improvement of emergency procedures with signage to go on doors and gates during a lockdown and evacuation.</p> <p>Introduction of Sentral to record First Aid, with the installation of a laptop in the First Aid Room.</p> <p>Introduction of posters that clearly identify to all adults students affected by anaphylaxis, asthma and other medical issues.</p> <p>Termly WHS meetings to review procedures and make improvements where necessary.</p> <p>Review and update of the School Playground duty roster with new format</p> <p>Review and update of Risk Assessment format with new look including site map, itinerary and checklist</p>  |
| 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 | <p>School ENews: \$400</p> <p>STEMS Grant: \$11 000</p> | <p>Volunteer Reading Program with Cardinal Freeman Village</p> <p>Community Engagement Fair</p> <p>School Open Night</p> <p>Kindergarten Information Sessions</p> <p>Introduction of School Enews with digital notes to parents</p> <p>Introduction of Google Drive to record minutes for staff Communication Meetings and enable collaborative practices</p> <p>Introduction of Sentral to record minutes for Learning Support and Executive Meetings.</p> <p>Introduction of Sentral to create online profiles for students via Wellbeing module. This enables the effective sharing and retrieval of information.</p> <p>Sustaining use of Twitter with each class regularly posting classroom activities.</p> <p>Kindergarten Information Sessions</p> <p>Kindergarten Transition Program</p> <p>Year 6 Transition to High School Program (Canterbury Boys)</p> <p>Opportunity Class (OC) Orientation Morning</p> <p>Measurable Achievement and Impact</p> |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)                         | Progress achieved this year   |
|--|---|---|
| 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                                 |   | <p>Inner West Professional Teacher Professional Teacher Network– Professional Development for all teachers and Student Learning Support Officers (Canterbury Boys High School, Canterbury Public School, Ashbury Public School)</p> <p>Increase understanding of the National Disability Insurance Scheme – support and educational advice for students.</p>  |
| 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 | <p>Casual Salaries for Planning Day</p> <p>\$3538</p> | <p>Parent Forums:</p> <p>Engaging students in positive behaviour for Learning (T1)</p> <p>Analysing NAPLAN and School Assessment Data (T3)</p> <p>Inclusive Practice (T4)</p> <p>Future Focused Learning (T4)</p> <p>School Plan – Planning Day (T4)</p> <p>Class Parent Meetings (T1, T2, T3, T4)</p>  |
| 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               | <p>Business Manager Training:</p> <p>\$395</p>        | <p>Professional development for School Administration Staff and School Principal for BPC Budgeting and Forecasting Solution (BPC) as part of new Department of Education finance system. Includes uploading and locking the school budget.</p> <p>Introduction of Department of Education (DoE) Purchase Card</p> <p>Introduction of Google Forms to staff to apply for spending money</p> <p>Introduction of SAP software, an online school Schools Finance tool as part of the Learning Management and Business Reform (LMBR) deployment.</p> <p>Introduction of staffing allocation for Business Manager with School Administration Manager (SAM) attending training session</p> |

## Next Steps

Develop collaborative teaching practices between the Support Unit and Mainstream Classes so that students with disability work collaboratively with students without disability to achieve learning outcomes.

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.

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

| Key Initiatives                      | Resources (annual)  | Impact achieved this year  |
|--------------------------------------|---|--|
| <b>Aboriginal background loading</b> | <p>\$3330</p> <p>Casual Teaching</p>  | <p>Art Program resulting in the publishing of student work in DoE Multicultural Calendar</p> <p>Aboriginal workshop held at Sydney Dance Company Studios to build appreciation of Culture</p> <p>Sydney Story Factory in Redfern to assist Aboriginal students with students developing skills in writing.</p> <p>Djuma Junior art program held at the Art Gallery NSW for Aboriginal students.</p> <p>Aboriginal students participation in an art program called Nula with the increase in confidence and appreciation of Culture and Country.</p> <p>Swimming lessons years 2–5 to build basic skills.</p> <p>Participation in PSSA 3–6 to develop capacity for collaboration and specific sport skills.</p> <p>Deadly Kids Newsletter to communicate Culture.</p> <p>Yarn Up public speaking for Indigenous students with increase in self-confidence and public speaking skills</p>  |
| <b>English language proficiency</b>  | <p>Flexible Funding: \$13350</p> <p>Training and development for EAL/D teachers: \$465</p> <p>EAL/D network meetings: 1 per term</p> <p>RAM EAL/D staffing allocation 1.0 (FTE)</p> <p>\$101574</p> | <p>EAL/D training to gain current information on EAL/D pedagogy. This included professional development regarding Basic Interpersonal Communicative Skills(BICS) and Cognitive Academic Language Proficiency (CALPS).</p> <p>Teacher capacity improved to understand the learning progressions for EAL/D students which includes identifying influences that affect English acquisition.</p> <p>EAL/D network meetings provide collaborative professional development on current practice. This included sharing effective teaching strategies and maintaining high expectations for EAL/D students. For example, content for EAL/D students should not be simplified, but instead amplified to facilitate comprehension. Also, enhancements rather than adjustments contribute to student success.</p> <p>Individual Learning Plans (ILP) generated by the PLAN software draw on data taken from the Literacy continuum with cluster profile identified. This ILP instigates the development of individual programs for each student with a focus on appropriate Speaking and Listening, Writing, and/or Reading. From Semester 1 to Semester 2, 100% of targeted students moved up a cluster on the Literacy Continuum. 25% of these students made</p> |

|   |   |  |
|---|---|--|
| <p><b>English language proficiency</b></p>        | <p>Flexible Funding: \$13350</p> <p>Training and development for EAL/D teachers: \$465</p> <p>EAL/D network meetings: 1 per term</p> <p>RAM EAL/D staffing allocation 1.0 (FTE)</p> <p>\$101574</p> | <p>significant growth in the EAL/D Speaking and Listening Initial Assessment.</p> <p>Development of the EAL/D Identifier Tool that aligns the ESL Scales with the Literacy Continuum and EAL/D Learning Progressions. This tool will be used to assist classroom teachers with a deeper understanding of the ESL Scales and provide them with strategies for student growth.</p> <p>Evaluation of the EAL/D framework to report on how well our school is working towards achieving a sustained whole school EAL/D student support strategy.</p> <p>This framework will be used to inform strategic directions within the annual school planning process including writing the EAL/D Milestones.</p> <p>Development of the EAL/D flowchart to allow classroom teachers to understand the process and outcomes of referring a student.</p>  |
| <p><b>Low level adjustment for disability</b></p> | <p>Learning &amp; Support Teacher: \$71102</p> <p>Flexible Funding : \$29522</p> <p>Student Learning Support Officers</p>   | <p>Students were identified to be engaged via a Speech Pathology program. The program targeted developed speech, language and pragmatic skills. It 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.</p> <p>Approximately 60% of targeted students developed beyond expectations since the start of the program and another 30% 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 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>The Multi Lit (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 2017 students from K–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</p> |

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|---|---|--|
| <b>Low level adjustment for disability</b>          | <p>Learning &amp; Support Teacher: \$71102</p> <p>Flexible Funding : \$29522</p> <p>Student Learning Support Officers</p> | decoding and comprehending more complex texts.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Staffing Allocation   | <p>The Quality Teaching, Successful Students (QTSS) teacher allocation of 4 days per week was shared between two teachers.</p> <p>This included the one of the QTSS teacher's mentoring and coaching other teachers in the area of Visible Learning including observing teachers in their classrooms and demonstrating effective teaching strategies.</p> <p>The other QTSS teacher monitored student performance data across the school in the area of Accelerated Reader to support teachers focus on areas of need.</p> <p>Accelerated Data included identifying students at/above benchmark; below benchmark; below benchmark on watch; and below benchmark with intervention required.</p> <p><i>Term 4 2017</i></p> <ul style="list-style-type: none"> <li>– Year 1: 72% (At/above)</li> <li>– Year 2: 57% (At/above)</li> <li>– Year 3: 72% (At/above)</li> <li>– Year 4: 62% (At/above)</li> <li>– Year 5: 91% (At/above)</li> <li>– Year 6: 67% (At/above)</li> </ul> |
| <b>Socio-economic background</b>                    | \$14317   | <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</p>  |
| <b>Support for beginning teachers</b>               | <p>\$96 952</p> <p>Casual Relief Teacher</p> <p>Course costs</p>  | <p>Beginning teachers were supported in the development of their skills with 2–3 days per teacher for planning, programming and reporting</p> <p>Beginning teachers were provided with</p>   |

|   |   |  |
|---|---|--|
| <b>Support for beginning teachers</b>                         | <p>\$96 952</p> <p>Casual Relief Teacher</p> <p>Course costs</p>  | <p>ongoing feedback and support via Stage Meetings and the Professional Development Plan process</p> <p>Mentoring structures and collaborative practices supported beginning teachers with each teacher being allocated an Assistant Principal Stage to be a coach and mentor.</p> <p>Beginning teachers accessed professional learning that focuses on classroom and behaviour management and strategies to build student engagement including:</p> <p>Robotics EV3 workshop</p> <p>Tournament of the Minds workshops</p> <p>Aboriginal conference</p> <p>Non-violent crisis intervention training</p> <p>Autism awareness</p> <p>Engaging students with hearing impairment</p> |
| <b>Targeted student support for refugees and new arrivals</b> | <p>New Arrivals Program staffing allocation 1.0 (FTE)</p> <p>Casual Relief Teacher</p> <p>Costs: \$1590</p> | <p>Newly arrived students received direct support five days a week. Progress was monitored via a New Arrivals assessment effect size spreadsheet used to calculate the growth of targeted students. The data showed that 100% of targeted students made growth with 42% having made considerable progress.</p>   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 157        | 168  | 190  | 222  |
| Girls    | 131        | 137  | 180  | 220  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.6 | 97   | 96   | 94.3 |
| 1         | 95.2 | 94.6 | 95.9 | 95.7 |
| 2         | 95.3 | 96.4 | 95.3 | 93.2 |
| 3         | 96.3 | 94.4 | 94.3 | 95.4 |
| 4         | 96.6 | 96.2 | 93.6 | 94.6 |
| 5         | 97.3 | 96.7 | 95.7 | 94.7 |
| 6         | 96.9 | 96.7 | 96.3 | 92.5 |
| All Years | 96   | 96   | 95.4 | 94.3 |
| State DoE |      |      |      |      |
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.2 | 94.4 | 94.4 | 94.4 |
| 1         | 94.7 | 93.8 | 93.9 | 93.8 |
| 2         | 94.9 | 94   | 94.1 | 94   |
| 3         | 95   | 94.1 | 94.2 | 94.1 |
| 4         | 94.9 | 94   | 93.9 | 93.9 |
| 5         | 94.8 | 94   | 93.9 | 93.8 |
| 6         | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94   | 94   | 93.9 |

### Management of non-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
- 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 identifies if other agencies are involved with the family and liaises 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     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 18.01 |
| Teacher of Reading Recovery           | 0.42  |
| Learning & Support Teacher(s)         | 0.7   |
| Teacher Librarian                     | 0.8   |
| Teacher of ESL                        | 1     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 6.02  |
| Other Positions                       | 0.6   |

\*Full Time Equivalent

In 2017 no member of the workforce at Ashfield Public School

### 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             | 0          |



## Professional learning and teacher accreditation

### Aim of Professional Development 2017 at Ashfield Public School

To inform the professional practice of teachers with a focus on the Improvement Measures / Products of the Ashfield Public School Plan

#### Area One

##### Objective

Using evidence based practice to maximise student achievement.

##### Indicators

Teachers participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities including improving ability to use:

- Student Plan Series – Behaviour Plan, Individual Education Plan, Personal Learning Pathway, Personalised Learning Identification Tool and Personalised Learning Support and Signposting Tool
- Essential Assessment and Accelerated Reader to measure growth
- Consistent teacher judgement using an A–E scale
- Learning intentions and success criteria

#### Area Two

##### Objective

Engaging students in positive behaviour for learning

##### Indicators

Teachers undertake professional learning programs designed to address identified student learning needs including:

- Strategies to support students with behaviour, sensory, and social and communication needs.
- Engaging students with aggressive behaviour by using non-violent crisis intervention strategies
- Meeting the personal wellbeing needs and goals o
- Creating an access requests to support individual learning needs
- Identifying levels of behaviour and writing Risk Management Plans

#### Area Three

##### Objective

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

##### Indicators

Ensure students' well-being and safety within school by understanding and implementing school and/ or system, curriculum and legislative requirements including:

- Undertaking annual Induction Course to revise school emergency procedures and protocols
- Annual Child Protection Update and Child Protection Awareness
- Code of Conduct
- CPR, Anaphylaxis, Emergency Care and Asthma

#### Teacher Accreditation

All teachers in all NSW schools and early childhood settings must be accredited, or be seeking accreditation, with the NSW Education Standards Authority (NESA).

Being an accredited teacher means meeting the requirements of *The Australian Professional Standards for Teachers* at one or more of four career stages in teaching

– Graduate teachers who are teachers with conditional /provisional accreditation and who are qualified to teach

– Proficient teachers who are accredited and experienced teachers

– Highly Accomplished Teachers or Lead Teachers who are accredited and experienced teachers and who are also mentors and leaders

The accreditation of teachers at Ashfield Public School is:

Proficient: 16

Provisional: 11

Conditional: 5

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 121,432                 |
| <b>Revenue</b>                        | 4,315,900               |
| Appropriation                         | 3,972,919               |
| Sale of Goods and Services            | 1,390                   |
| Grants and Contributions              | 339,345                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 2,246                   |
| <b>Expenses</b>                       | -4,226,578              |
| Recurrent Expenses                    | -4,226,578              |
| Employee Related                      | -3,737,337              |
| Operating Expenses                    | -489,241                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 89,321                  |
| <b>Balance Carried Forward</b>        | 210,753                 |

The Department of Education's Financial Management in Schools Handbook guides the financial management and related administrative activities of the school including:

- Reporting and end of year activities
- Sources of funding
- Budgeting and forecasting
- Receipting and banking
- Procurement and payments
- Asset and equipment management
- Payroll

The school maintains appropriate internal controls to ensure the:

- accuracy, reliability and integrity of accounting and administrative transactions
- safeguarding of assets
- efficient and effective operation of accounting and related administrative systems.

The expenditure of funds is linked to the strategic directions of the School Plan and budgets that enable the successful operation of the school.

Funds carried forward will be used to pay outstanding accounts, including casual teacher relief salaries and staff salaries.

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2,779,868               |
| Base Per Capita       | 59,174                  |
| Base Location         | 0                       |
| Other Base            | 2,720,693               |
| <b>Equity Total</b>   | 233,194                 |
| Equity Aboriginal     | 3,329                   |
| Equity Socio economic | 14,317                  |
| Equity Language       | 114,924                 |
| Equity Disability     | 100,623                 |
| <b>Targeted Total</b> | 678,863                 |
| <b>Other Total</b>    | 138,246                 |
| <b>Grand Total</b>    | 3,830,171               |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Year Three and Five: Literacy

*Year 3 Reading: 2014–2017*

15% growth trend all students (2015–2017 above State and DoE average), with Bands 4 and 6 above State and DoE average

Year 5 Reading: 2014–2017

16% growth trend all students (2016–2017 above State and DoE average),with Band 8 above State and DoE average

Year 3 Writing: 2014–2017

13% growth trend all students, with Band 5 and 6 above State and DoE average 3) Spelling: 2014 2017 7% growth trend all students (2015–2017 above State and DoE average), with Band 6 above State and DoE average 4)

Year 5 Writing: 2014–2017

12% growth trend all students (2015–2017 above State and DoE average),with Bands 7 and 8 above State and DoE average

Year 3 Spelling: 2014 –2017

8% growth trend all students (2015–2017 above State and DoE average),with Band 6 above State and DoE average

Year 5 Spelling: 2014 –2017

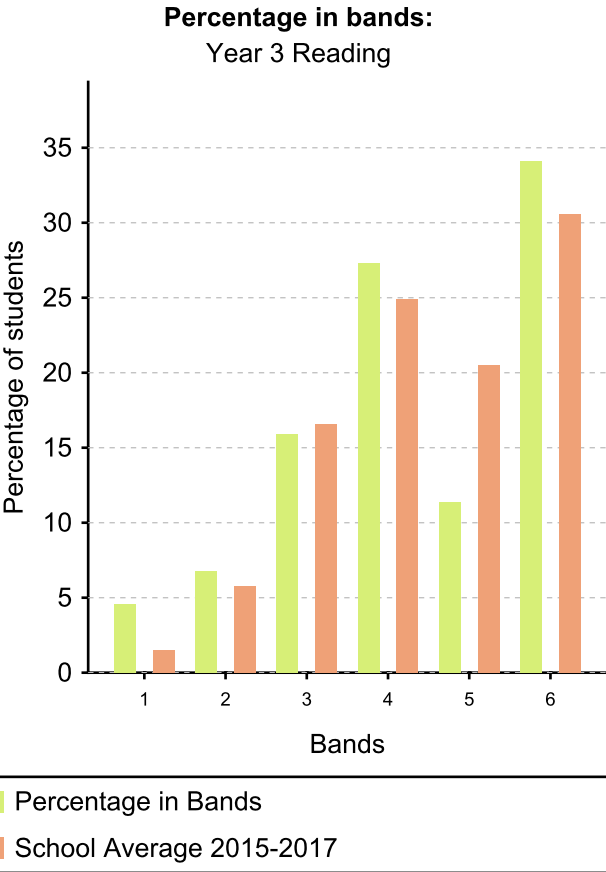
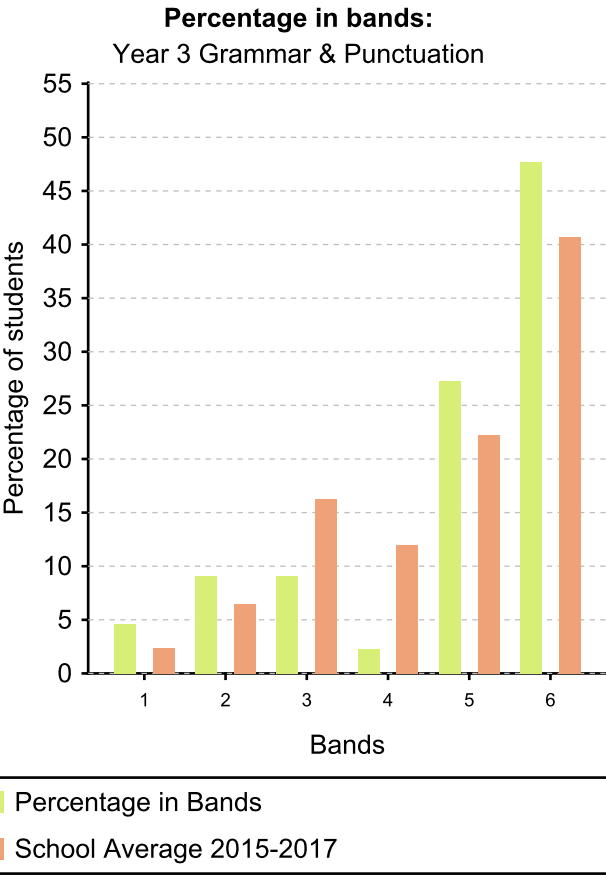
7% growth trend all students (2013–2017 above State and DoE average),with Band 8 above State and DoE average

Year 3 Grammar and Punctuation:2014–2017

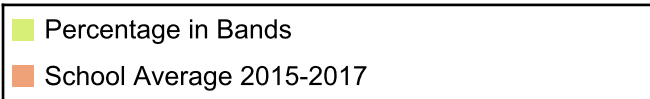
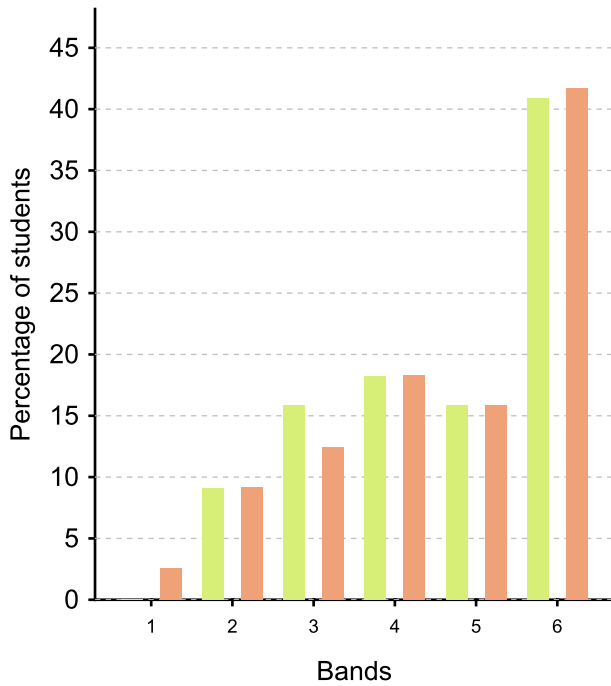
17% growth trend (2016–2017 above State and DoE average), with Bands 5and 6 above State and DoE average 5)

Year 5 Grammar and Punctuation:2014–2017

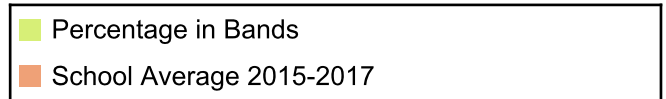
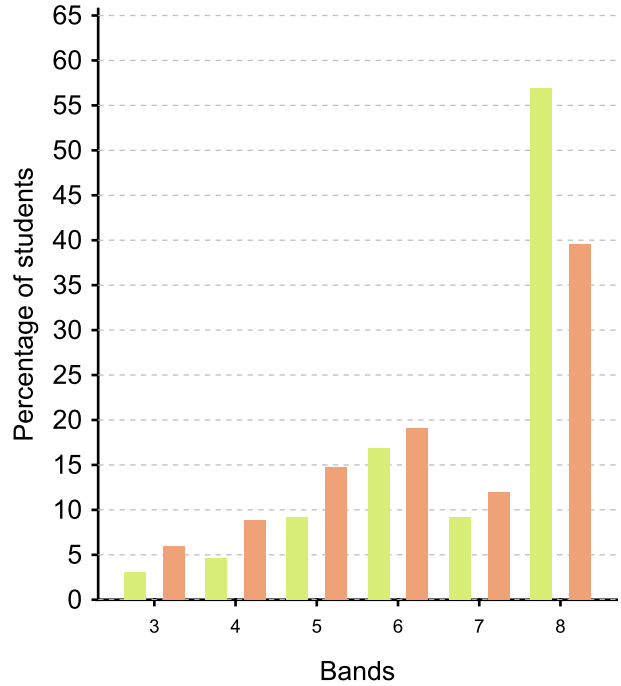
15% growth trend all students (2016–2017 above State and DoE average),with Band 8 above State and DoE average



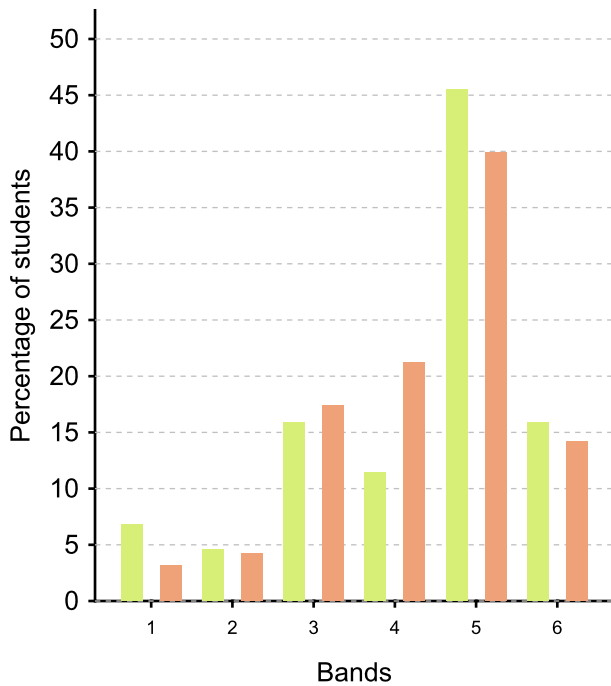
**Percentage in bands:**  
Year 3 Spelling



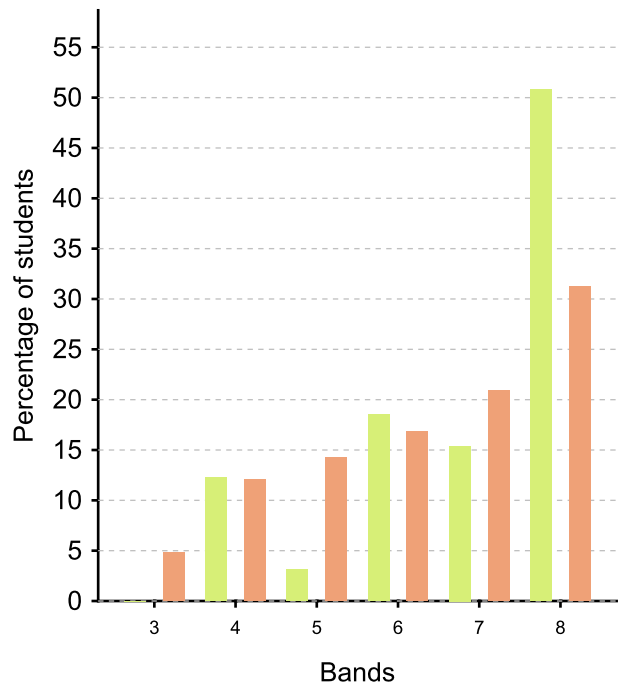
**Percentage in bands:**  
Year 5 Grammar & Punctuation



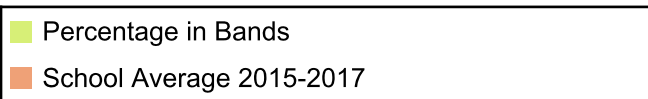
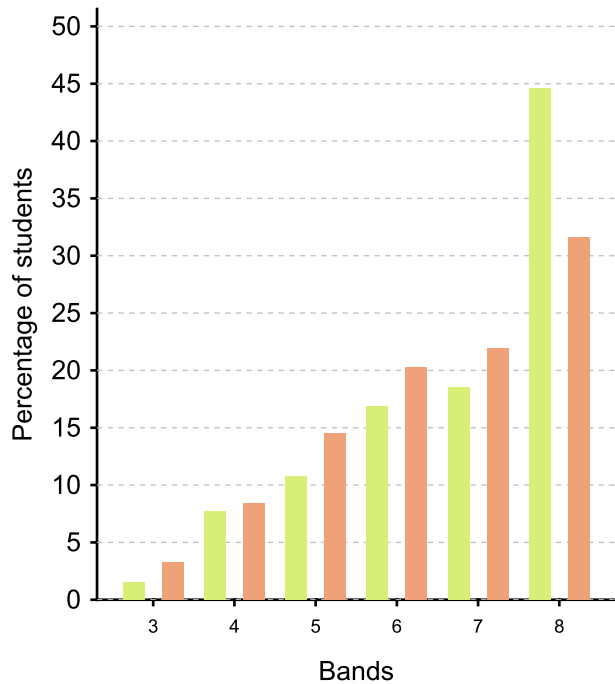
**Percentage in bands:**  
Year 3 Writing



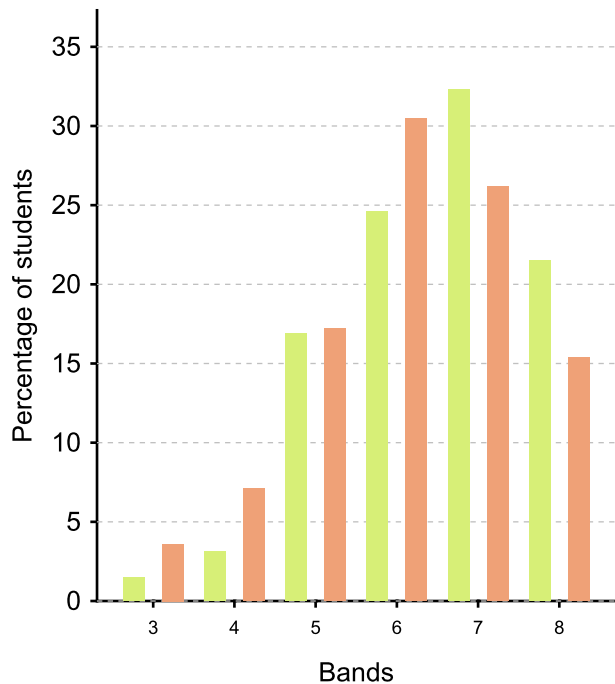
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

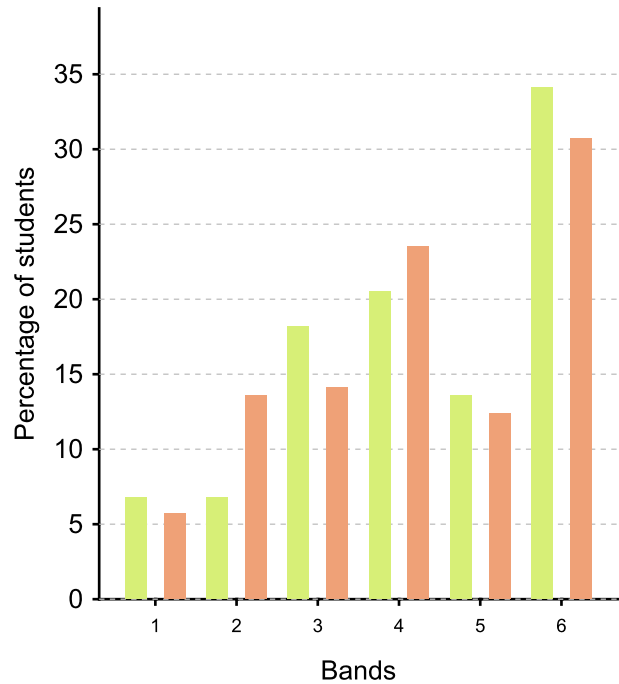


average

*Year 5 Numeracy: 2014–2017*

18% growth trend all students (2016–2017 above State and DoE average), with Band 8 above State and DoE average

**Percentage in bands:**  
Year 3 Numeracy

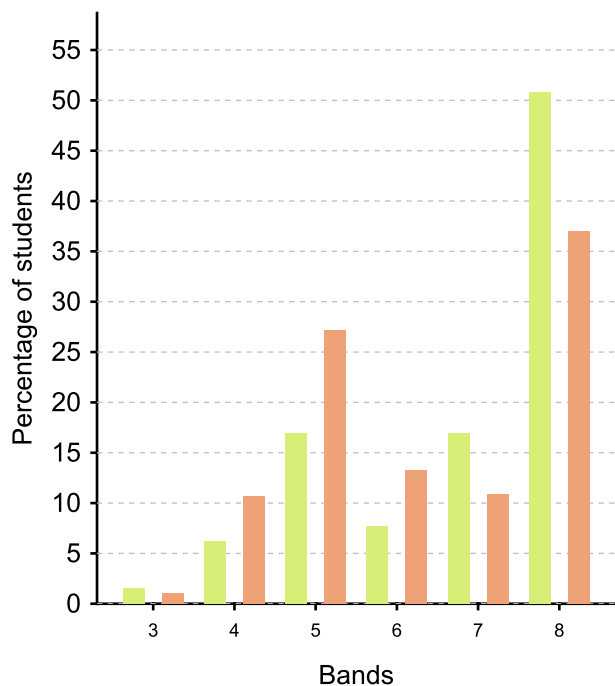


**Year Three and Five: Numeracy**

*Year 3 Numeracy: 2014–2017*

11% growth trend all students (2016 –2017 above State and DoE average), with Band 6 above State and DoE

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

### Premiers Priorities

The Premiers Priorities include moving all students to the top two bands for NAPLAN results. A school priority is to move all Aboriginal students to meet minimum proficiency standards through individualised programs.

– Stage 3 maths groups were formed based on NAPLAN and SENA test results. These students meet for an hour twice per week. Programs were adjusted and individualised to follow the Stage Syllabus Outcomes and data was recorded at the end of each session. In class assistance was also provided via allocated teachers.

– Students in Stage One were withdrawn for literacy. PM reading assessments, sound and letter recognition assessment, sight word assessment. Activities are individual and planned to encourage improvement in this area and assistance with strategies for NAPLAN.

– Students were withdrawn from class for levelled reading groups three times per week.

– Where appropriate, students received explicit instruction in social skills and appropriate behaviour.

– Collaborative feedback was provided to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.

– The school and the Home School Liaison Officer (HSLO) worked with identified families to focus on regular attendance. to enable participation in support programs.

## 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 23rd August and 15th October 2017. There were 75 respondents.

The survey included seven separate measures which were scored on a ten-point scale from strongly agree to strongly disagree

0 – strong disagreement

5 – neither agree or disagree

10 – strong agreement

### PARENTS FEEL WELCOME

*School Mean (7.9) NSW Government Mean (7.4)*

I feel welcome in the school: 8.0

I can easily speak with my child's teachers: 8.6

Teachers listen to concerns I have: 8.2

I can easily speak with the school principal: 8.1

### PARENTS ARE INFORMED

*School Mean (7.3) NSW Government Mean (6.6)*

I am well informed about my child's progress in school subjects: 6.8

If there were concerns with my child's behaviour at school, the teacher would inform me immediately: 7.8

I am informed about opportunities concerning my child's future: 6.9

I am informed about my child's social and emotional development: 6.9

### PARENTS SUPPORT LEARNING AT HOME



*School Mean (6.4) NSW Government Mean (6.3)*

Take an interest in your child's school assignments: 6.7

Praise your child for doing well at school: 7.0

Encourage your child to do well at school: 7.0

Talk about how important schoolwork is: 5.5

## **SCHOOL SUPPORTS LEARNING**

*School Mean (7.3) NSW Government Mean (7.3)*

Teachers have high expectations for my child to succeed: 7.2

Teachers show an interest in my child's learning: 7.9

My child is encouraged to do his or her best work: 7.9

Teachers take account of my child's needs, abilities, and interests: 7.3

## **SCHOOL SUPPORTS POSITIVE BEHAVIOUR**

*School Mean (8.0) NSW Government Mean (7.7)*

Teachers expect my child to pay attention in class: 8.0

Teachers maintain control of their classes: 7.9

My child is clear about the rules for school behaviour: 8.7

Teachers devote their time to extra-curricular activities: 7.7

## **SAFETY AT SCHOOL**

*School Mean (7.6) NSW Government Mean (7.4)*

Behaviour issues are dealt with in a timely manner: 7.1

My child feels safe at school: 7.3

My child feels safe going to and from school: 8.0

The school helps prevent bullying: 8.1

## **INCLUSIVE SCHOOL**

*School Mean (7.5) NSW Government Mean (6.7)*

Teachers help students who need extra support: 7.6

School staff create opportunities for students who are learning at a slower pace: 7.0

Teachers try to understand the learning needs of students with special needs: 7.6

Teachers help students develop positive friendships: 7.6

## **TEACHER SURVEY**

A teacher survey, Focus on Learning by the NSW CESE Project, was made available to teachers at Ashfield Public School between 23rd August and 4th September 2017. There were 19 respondents.

The survey included ten separate measures which were scored on ten-point scale from strongly agree to strongly disagree.

0 – strong disagreement

5 – neither agree nor disagree

10 – strong agreement

## **LEADERSHIP**

*School Mean (8.2) NSW Government Mean (7.1)*

School leaders have:

helped me establish challenging and visible learning goals for students: 8.6

provided me with useful feedback about my teaching: 7.6

helped me improve my teaching: 8.0

have created a safe and orderly school environment: 8.2

## **COLLABORATION**

*School Mean (8.3) NSW Government Mean (7.8)*

Teachers have given me helpful feedback about my teaching: 8.0

I talk with other teachers about strategies that increase student engagement: 8.4

Teachers in our school share their lesson plans and

other materials with me: 8.7

I discuss learning problems of particular students with other teachers: 8.7

## LEARNING CULTURE

*School Mean (8.5) NSW Government Mean (8.0)*

I give students written feedback on their work: 8.1

In most of my classes I discuss the learning goals for the lesson: 8.8

Students become fully engaged in class activities: 7.8

I am effective in working with students who have behavioural problems: 8.6

I set high expectations for student learning: 8.2

## DATA INFORMS PRACTICE

*School Mean (8.3) NSW Government Mean (7.8)*

My assessments help me understand where students are having difficulty: 8.8

I provide examples of work that would receive an A, B or C(or their equivalent): 8.1

I use results from formal assessment tasks to inform my lesson planning: 7.8

I use formal assessment tasks to help students set challenging tasks: 7.9

## TEACHING STRATEGIES

*School Mean (8.6) NSW Government Mean (7.9)*

I help students set challenging learning goals: 8.8

My students are very clear about what they are expected to learn: 8.3

I discuss with students ways of seeking help that will increase learning: 8.8

Students receive feedback on their work that brings them closer to achieving their goals: 8.3

## TECHNOLOGY

*School Mean (7.2) NSW Government Mean (6.7)*

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts: 7.4

I help students set goals for learning new technological skills: 7.1

I help students to overcome personal barriers to using interactive technology: 7.6

I use computers or other interactive technology to give students immediate feedback on their learning: 6.4

## INCLUSIVE SCHOOL

*School Mean (8.6) NSW Government Mean (8.2)*

I am regularly available to help students with special learning needs: 8.6

I strive to understand the learning needs of students with special learning needs: 9.1

I establish clear expectations for classroom behaviour: 9.3

I create opportunities for success for students who are learning at a slower pace: 6.8

## PARENT INVOLVEMENT

*School Mean (7.7) NSW Government Mean (6.8)*

I work with parents to help solve problems interfering with their child's progress: 8.3

I share students' learning goals with their parents: 8.2

I ask parents to review and comment on students' work: 5.8

Parents understand the expectations for students in my class: 7.9

Parents are regularly informed about their child's progress: 7.9

## 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

Snapshot One: 2nd April and 3rd April 2017

Snapshot Two: 27th August and 10th October 2017

**The number of students by year level is:**

Year 4: Snapshot One (35) Snapshot Two (33)

Year 5: Snapshot One (65) Snapshot Two (49)

Year 4: Snapshot One (63) Snapshot Two (56)

## **PARTICIPATION IN SPORT**

Snapshot One

77% of students had a high rate of participation in sport.

Snapshot Two

79% of students had a high rate of participation in sport.

The NSW Government norm is 83%

## **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Snapshot One

67% of students had a high rate of participation in extracurricular activities.

Snapshot Two

68% of students had a high rate of participation in extracurricular activities.

The NSW Government norm is 55%

## **POSITIVE SENSE OF BELONGING**

Snapshot One

83% of students had a high sense of belonging.

Snapshot Two

83% of students had a high sense of belonging.

The NSW Government norm is 81%

## **POSITIVE RELATIONSHIPS**

Snapshot One

85% of students had positive relationships.

Snapshot Two

89% of students had positive relationships.

The NSW Government norm is 85%

## **VALUE SCHOOL**

Snapshot One

94% of students valued school.

Snapshot Two

95% of students valued school.

The NSW Government norm is 96%

## **POSITIVE ATTITUDE TO HOMEWORK**

Snapshot One

62% of students had positive homework behaviours.

Snapshot Two

57% of students had positive homework behaviours.

The NSW Government norm is 63%.

## **POSTIVE BEHAVIOUR AT SCHOOL**

Snapshot One

92% of students had positive behaviour.

Snapshot Two

95% of students had positive behaviour.

The NSW Government norm is 83%

## **INTERESTED AND MOTIVATED**

Snapshot One

80% of students were interested and motivated.

Snapshot Two

86% of students were interested and motivated.

The NSW Government norm is 78%

## **EFFORT**

Snapshot One

92% of students tried hard to succeed.

Snapshot Two

87% of students tried hard to succeed.

The NSW Government norm is 88%

## **EFFECTIVE LEARNING TIME**

### **Snapshot One**

7.7% of students perceive that important concepts are taught well, class time is used efficiently, and homework and evaluations support class.

### **Snapshot Two**

7.7% of students perceive that important concepts are taught well, class time is used efficiently, and homework and evaluations support class.

The NSW Government norm is 8.2%

## **RELEVANCE**

### **Snapshot One**

7.6% of students perceive that classroom instruction is relevant to everyday life.

### **Snapshot Two**

7.6% of students perceive that classroom instruction is relevant to everyday life.

The NSW Government norm is 7.9%

## **RIGOUR**

### **Snapshot One**

7.7 of students perceive that classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback to help learning.

### **Snapshot Two**

7.8 of students perceive that 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**

### **Snapshot One**

26% of students perceive themselves of having been a victim of moderate to severe bullying in the previous month.

### **Snapshot Two**

23% of students perceive themselves of having been a victim of moderate to severe bullying in the previous month.

The NSW Government norm is 36%

## **ADVOCACY**

### **Snapshot One**

7.3% of students perceive that there is someone at school who consistently provides encouragement and can be turned to for advice.

### **Snapshot Two**

7.3% of students perceive that there is someone at school who consistently provides encouragement and can be turned to for advice.

The NSW Government norm is 7.7%

## **POSTIVE TEACHER-STUDENT RELATIONS**

### **Snapshot One**

8.0% of students perceive that teachers are responsive to student needs, and encourage independence with a democratic approach.

### **Snapshot Two**

7.8% of students perceive that teachers are responsive to student needs, and encourage independence with a democratic approach.

The NSW Government norm is 8.4%

## **POSITIVE LEARNING CLIMATE**

### **Snapshot One**

6.7% of students perceive that there are clear rules and expectations for classroom behaviour.

### **Snapshot Two**

6.7% of students perceive that there are clear rules and expectations for classroom behaviour.

The NSW Government norm is 7.2%

## **EXPECTATIONS FOR SUCCESS**

### **Snapshot One**

8.4% of students perceive that the school staff emphasises academic skills and hold high expectations

for all students to succeed.

## Snapshot Two

8.5% of students perceive that 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

The three guiding elements for Aboriginal education are relationships, engagement and ongoing learning.

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.

Assemblies begin by acknowledging the traditional custodians of this land: the Wangal people of the Eora nation and the school community are invited to pay respect to their elders past and present and extend that respect to other Aboriginal people present.

The school publishes a monthly newsletter which showcases school activities. Students publish a Deadly page which discusses current Aboriginal events and highlights significant Aboriginal people in the community.

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

Students participated in a 3 day Aboriginal workshop at Sydney Dance Company Studios including working with professionals and learning about culture and history through movement.

Two students attended two sessions at the Sydney Story Factory in Redfern to work with tutors in the area of writing. Students learnt how to create and present short stories and different styles of poetry.

One student attended Djuma Junior an art program held at the Art Gallery NSW. The program ran over three sessions and involved discussions about art and artists, behind the scenes tours, meeting Aboriginal artists and creating art.

Engaging an Artist in Residence at the school whole engaged all Aboriginal students from different clan groups in a program called Nula (Here, There, Everywhere). Students learnt about their clans' totem animals and phases of their dialect while creating individual lanterns.

Students participated in the construction of mosaic totem poles which have been placed at an entrance to the school.

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

A student was nominated for Naga 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.

Personal Learning Pathways (PLP) are written in conjunction with the student, the teacher, the Aboriginal Liaison Teacher and the parents. The areas covered are social, emotional, personal goals, literacy and numeracy goals. The purpose of the PLP is recognition and encouragement of the students' progress. PLASST, NAPLAN and Essential Assessment were used to understand student achievement and plan for learning.

### Multicultural and anti-racism education

75% of students enrolled at the school are from a non-English speaking background with 55 language backgrounds. The school has a strong commitment to understanding and engaging these families and with its understanding that students from language backgrounds other than English have additional educational needs and require support to participate successfully at school.

The school's English as an additional language or dialect (EAL/D) is about developing English language and literacy skills so that students are able to fully participate in schooling and achieve equitable educational outcomes. This involves small group interventions and in class support. In 2017 the EAL/D team conducted professional development on a range of topics including understanding and applying the ESL scales.

Teaching programs and practices are evaluated for race-based generalisations, stereotypes, bias, prejudice and discrimination. School initiatives and practices such as Harmony Day and the Twilight Picnic promote intercultural understanding and develop respect for cultural, linguistic and religious diversity.

The school promotes a positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds. This has included, for example, Dorothy Makasa, a citizen of Zambia, speaking to the P&C and student community about the school's charity, the Let the African Children Learn (LACLA).

A whole school approach to wellbeing reinforces that being inclusive and embracing diversity is crucial in preventing bullying. All teachers model respectful behaviour. The school also targets teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse

backgrounds, including newly arrived and refugee students. The school maintains Anti-Bullying plans to monitor and resolve issues of bullying.

Ashfield Public School rejects all forms of racism. It has a school Anti-Racism Contact Officer (ARCO) who is trained to assist parents, staff and students who have complaints regarding racism and who facilitates the complaints handling process.