

Asquith Public School Annual Report



2017



1070

Introduction

The Annual Report for 2017 is provided to the community of Asquith 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.

Megan Gibbons

Principal

School contact details

Asquith Public School

Dudley St

Asquith, 2077

www.asquith-p.schools.nsw.edu.au

asquith-p.School@det.nsw.edu.au

9477 1258

Message from the Principal

I am pleased to present the 2017 Annual School Report for Asquith Public School. Asquith Public School provides a high quality education for all students, providing opportunities for students to attain outstanding results in a variety of endeavours including academic achievement, the performing arts, sports and leadership. These broad ranging opportunities can be attributed to the highly supportive community and dedicated and professional teaching staff who provide challenging teaching and learning experiences for our students in a positive and supportive school environment.

Students at Asquith Public have been enthusiastic learners. They have positively engaged with learning experiences to challenge their thinking and support the development of their curiosity.

Staff at Asquith, varying in experience, have learned from each other. Staff have worked consistently to nurture and value a high level of collegiality in program development, classroom delivery and reflecting on teaching and learning practices. Staff are dedicated to knowing and understanding their students and how they learn, and provided challenging learning opportunities to support and extend their students.

The Asquith parent community, led by the P&C, is a dedicated body who embrace the entire school community promoting inclusivity to new parents. Our parent community values positive partnerships between home and school. It is through generous donation of time and financial support we have been able to continue and grow many of school programs and resources.

Megan Gibbons

Principal

School background

School vision statement

Our vision at Asquith Public School is to strive for equity and excellence and build life-long learners through quality teaching, working closely with the community to provide a safe inclusive environment where students blossom and learn.

School context

Asquith Public School is located in the Hornsby Community of Schools. It is a co-educational, inclusive school with approximately 370 students from diverse cultural, religious and socio-economic backgrounds.

The school has 14 mainstream classes organised on a stage basis, and three support unit classes comprising two Multi-categorical classes (MC) and one class of students with mild intellectual disability – both of which are a regional resource, providing intensive support for students with a moderate intellectual disability (IO), autism (MC) and Mild Intellectual disability (IM). Each class has a full time School Learning Support Officer (SLSO).

At Asquith Public School we offer high quality teaching and learning and promote a culture of excellence whilst providing a challenging and stimulating learning environment to support confident 21st Century learners.

Asquith Public School provides extensive opportunities in the areas of academics, sport, performing arts and technology. These opportunities allow our students to be challenged, acquire new skills, develop confidence and self-esteem, and continue to be inspired at school as they continue their learning journey. Our school culture recognises the rights of all students to learn in a safe and supportive environment, which promotes respect and high expectations for all students. The school has a comprehensive Learning and Support Team that caters for individual learning needs of students referred.

Asquith Public School's parent community have high expectations of the school. We work as valued partners in their child's development and educational journey. The school community is supportive, inclusive and committed to setting a high standard for all students to become confident and creative individuals that are active and informed citizens.

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.

At Asquith Public School each strategic team charted their progress of milestones twice a term. As part of the review process of the school plan and the School Excellence Framework teams of teachers mapped our school progress against the domains of leading, teaching and learning. Each team discussed the evidence and evaluation to substantiate whether our school was delivering, growing and sustaining or excelling. The framework was used as an aspirational tool to continually improve the delivery of education outcomes for our students.

In the domain of Learning the school's focus has been Learning Culture, Wellbeing and Curriculum and Learning. The continual development of and commitment to creating and embedding a positive learning culture has been enhanced through shared understanding and shared commitment to high expectations across the school learning community. A continued focus on specific school initiatives including Positive Behaviour for Learning (PBL), Circle time and Peer Support targeted whole school support of inclusion and belonging to a positive learning environment where students take responsibility for their behaviour and learning. As a result of student and staff reflection a new wellbeing initiative, Smiling Minds, was introduced in Term 3 to further support student wellbeing. In Curriculum and Learning there was a whole school focus on developing a school culture of thinking to increase student engagement, participation and critical thinking skills. Through the use of in school facilitators and an external provider all staff engaged in action research. Staff have engaged in a process of planning, implementing, assessing, evaluating and reviewing thinking routines and techniques as tools to engage and challenge student learning and student thinking.

In the domain of Teaching the school's focus has been on data skills through Targeting Early Numeracy (TEN), use of

Collaborative Practice and Learning and Development. The school has been committed to analysing internal and external data (SMART) to direct and drive the teaching and learning process. Through analysing trends in SMART data staff determined focus teaching areas in literacy and numeracy. Through the K–6 focus of Creating a Culture of Thinking the school had an ongoing commitment to developing collegial practice and emphasising the importance of quality whole school learning and development. Through our Cultures of Thinking professional development staff engaged in reflecting on own practice, mentoring colleagues and drawing on and implementing evidence–based research to improve their performance and student learning outcomes. All staff actively participated in developing, monitoring and reviewing Personalised Development Plans (PDPs) aligned with school strategic directions and Australian Teaching Standards.

In the domain of Leading the school's focus has been on Leadership. Through our Cultures of Thinking focus staff were trained as facilitators to develop leadership skills and guide teams of staff in the process of action research and self reflection. The school also sort feedback from students, staff and community through the Tell Them From Me on school performance.

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>

Strategic Direction 1

Quality teaching facilitating deep learning

Purpose

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. All teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

Overall summary of progress

The Strategic Direction One team met twice a term to chart and monitor the school's progress towards meeting our goals. Our overall goal of achieving quality teaching to facilitate deep learning has made good progress. Three focus areas were up skilling and supporting Early Career Teachers (ECTs) in K–2 in numeracy (TEN), whole school training and development in building a Culture of Thinking and continuing the schools implementation of English through Drama pedagogy.

To support TEN implementation ECTs participated in professional learning, demonstration lessons and peer feedback resulting in staff improving their use of TEN data to inform teaching and learning. Feedback on involvement in the program indicates staff feel supported in the area of analysing data to inform teaching and learning in the early arithmetic strand as well as strengthening collegial bonds.

A significant focus of 2017 was implementing whole school professional development based on Creating a Culture of Thinking (CoT) at Asquith Public. An external provider was engaged to facilitate our staff learning. All teaching staff committed to developing, implementing and reviewing an action research project within their teaching area. Staff regularly reflected on their teaching practice, sort feedback from colleagues and documented their professional development journey. Staff reported the process of action research and the delivery method of the professional learning was highly beneficial. The school will implement professional learning in a similar manner in 2018.

Lead teachers of English through Drama (EtD) continued to support and strengthen staff professional learning in using process drama to teach English outcomes. The team engaged an external expert to present to staff which reinforced and re-energised staff learning from 2015–2016. New staff to the school were supported by an English through drama mentor who provided demonstration lessons and guidance in program and delivery. Survey data shows process drama techniques are widely and regularly used by staff to support quality teaching and deepen student understanding out English outcomes.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| <ul style="list-style-type: none">• Growth in NAPLAN and PLAN data yrs 3–5 and 5–7. | <p>0.6 staffing allocation for Quality Teaching Successful Students</p> <p>\$36 357 Support for Beginning Teachers</p> | <p>Staff engaged in programs to develop pedagogy and best practice in implementing the teaching and learning cycle. This has been achieved through;</p> <ul style="list-style-type: none">• Targeted Early Numeracy (TEN) – facilitator mentored and guided new Stage 1 staff through TEN pedagogy. Student data assessed and revised every 5 weeks to track progress and implement effective teaching programs. All data entered in PLAN software.• ongoing implementation of English through Drama program and mentoring staffing on using drama as a process for implementing English outcomes.• School based mentoring – Early Career teachers (ECTs) buddied with a mentor to guide best practice and build a support network for ECT to maximise effectiveness. <p>Students achieving greater than or equal to expected growth in NAPLAN.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <ul style="list-style-type: none"> Growth in NAPLAN and PLAN data yrs 3–5 and 5–7. | | <p>Numeracy</p> <ul style="list-style-type: none"> 2016 Year 3–5 growth – 52%, 2017 Year 3–5 growth – 63% 2016 Year 5–7 growth – 77%, 2017 Year 5–7 growth 77.1% <p>Reading</p> <ul style="list-style-type: none"> 2016 Year 3–5 growth – 62%, 2017 Year 3–5 growth – 66% 2016 Year 5–7 growth – 60%, Year 5–7 growth – 65% <p>Writing – no comparative data available between 2016 and 2017 due to change in text type.</p> |
| <ul style="list-style-type: none"> High quality teaching practice | <p>\$3 600 – literacy & numeracy funds</p> <p>School Staff Development days</p> <p>Weekly professional development meetings</p> <p>Grade planning time</p> | <p>Students are taught by staff who engage with current pedagogy;</p> <ul style="list-style-type: none"> staff review and evaluate scope and sequence document for grammar K–6 to ensure classroom programs are based on current Australian syllabus and students have access to all outcomes. staff implemented reviewed spelling scope and sequence as basis for programming K–6. Spelling bank resources development. SMART data was analysed to determine trends in literacy and numeracy resulting in adjustments to teaching and learning programs to target areas of need. |
| <p>Differentiation of the curriculum for all students with special learning needs or disability, Aboriginality, and EALD according to individual need.</p> | <p>\$12 000 Low level adjustment for disability</p> <p>\$1 800 Aboriginal background loading</p> | <p>Teachers equipped to more effectively differentiate the curriculum for students through;</p> <ul style="list-style-type: none"> Mini-Lit – Stage 1 students Individual Education Plans – all students in support classes have IEPs developed by teachers in conjunction with parents. Some students in the mainstream were supported with IEPs for some curriculum areas. Personalised Learning Plans – all students identifying as Aboriginal or Torres Strait Islander had PLPs developed by their teachers in conjunction with parents. Adjustment plans documented and discussed with parents for students in the mainstream who needed adjustments to have equitable access to the curriculum. |
| <p>High quality teaching practices evidenced by regular self-reflection and peer feedback on teaching evaluation tool.</p> | <p>\$5850 school professional learning funds – Cultures of Thinking mentoring</p> | <p>All teaching staff actively participated in:</p> <ul style="list-style-type: none"> Cultures of Thinking action research study groups where they critically reflected on their own practice and provided feedback to peers. development and implementation of their PDP and meeting with their supervisor to reflect on practice and receive feedback. <p>Some teaching staff also participated in 1:1 mentoring sessions with an external provider to critically reflection practice and received feedback on their Cultures of Thinking action research.</p> |
| <p>Network of resources created and shared across school– all teachers able to access and use.</p> | <p>\$0</p> | <p>Teams engaged in collaborative planning termly collaborative planning days to developed, write and evaluate programs. Teams built shared resources and stored them electronically on the school's shared drive.</p> |

Next Steps

School to undertake self evaluation of all programs and strategic directions. Self evaluation and reflection process to include students, staff and community. School collaboratively develop a new school plan for 2018–2020 that responds to the needs of students, staff and community.



Strategic Direction 2

Creative, collaborative, independent life-long learners

Purpose

Students will be prepared as empowered 21st century learners, having the skills of creative, critical thinking and problem solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students by providing challenging and stimulating learning experiences that empower students as 21st century learners.

Overall summary of progress

The strategic Direction Two team met twice each term to chart and monitor the school's progress towards meeting our goals. Our overall goal of achieving creative, collaborative, independent learners has made steady progress. In 2017 we continued as a staff to implement a common language in the area of problem solving in Mathematics.

Staff professional learning in the area of Cultures of Thinking influenced teaching pedagogy and the implementation of a variety of teaching techniques to develop, support and encourage students to be actively engaged in ongoing critical thinking across the curriculum. Student surveys show they feel their teachers have high expectations for their thinking and want their students to understand the work being taught not just do the work given.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Growth in student performance in problem solving strands in NAPLAN and PLAN data over 3 years. | Costing included under Strategic Direction 1. | <p>Continued implementation of TEN program K–2.</p> <p>Students achieving greater than or equal to expected growth in NAPLAN 2014–2017;</p> <p>Numeracy</p> <p>2014 Year 3–5 growth – 34%</p> <p>2017 Year 3–5 growth – 63%</p> <p>2014 Year 5–7 growth – 62%</p> <p>2017 Year 5–7 growth 77%</p> <p>NAPLAN problem solving data for Year 3 from 2014–2017 shows students 60% of students responded correctly to problem solving questions at or above state population. There was no over all improvement.</p> <p>NAPLAN problem solving data for Year 5 from 2014–2017 shows an increase from 10% to 60% of students answering problem solving questions correctly at or above state population.</p> |
| Staff will be using drama in their practice for deepening content understandings | \$4800 Quality Teaching Successful Students | <p>Students actively engaged in creative and collaborative learning sequences. Staff reported increased student engagement and higher order literacy discussions as a result of students using process drama in English.</p> <ul style="list-style-type: none"> • all teaching staff participated in professional learning to increase staff capacity to use drama as a teaching tool in English. • all staff developed, implemented and evaluated English programs that had process drama as a core teaching method. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Staff will be using drama in their practice for deepening content understandings | | <ul style="list-style-type: none"> • new staff participated in English through Drama mentoring program. |
| Growth in student performance in English as evidenced by benchmarking, NAPLAN and PLAN data over the next 3 years | <p>\$21 500 – external provider facilitator for Cultures of Thinking (CoT)– TPL & mentoring</p> <p>76 staffing days through QTSS and professional learning funds for all staff to participate in training.</p> | <p>All staff engaged in a year long professional learning program on what it means to be a critical thinker. All staff engaged in individual action research on how we can engage and encourage students to creative, collaborative and critical thinkers and learners. All staff researched, implemented and reflected on using a variety of thinking routines to engage students and develop critical thinking.</p> <p>School based student surveys showed;</p> <ul style="list-style-type: none"> • 89% stated their teacher pushed them to think • 89% stated CoT routines made lessons interesting • 98% stated their teacher wants them to <i>understand</i> what they are learning, not just <i>get the work done</i> • 81% stated their teacher provides opportunities for students to take responsibility for their own learning • 95% stated their teacher shows genuine interest in what students think. <p>Through staff using English through Drama 2015–2017 and Cultures of Thinking pedagogy 2017 the school has seen an increase in student performance in answering and responding to higher ordering reading comprehension questions as evidence by NAPLAN data.</p> <ul style="list-style-type: none"> • NAPLAN reading comprehension data for Year 3 from 2014–2017 shows an increase from 88% to 92% of students answering inferential questions correctly at or above state population. • NAPLAN reading comprehension data for Year 5 from 2014–2017 shows and increase from 44% to 82% of students answering inferential questions correctly at or above state population percentages. . |

Next Steps

School to undertake self evaluation of all programs and strategic directions. Self evaluation and reflection process to include students, staff and community. School collaboratively develop a new school plan for 2018–2020 that responds to the needs of students, staff and community.



Strategic Direction 3

Confident, resilient, responsible students

Purpose

Asquith Public School will have in place a comprehensive and inclusive framework to support the emotional and social well-being of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

Overall summary of progress

The Strategic Direction Three team met twice each term to chart and monitor the school's progress toward meeting our goals. Our overall goal of achieving confident, resilient, responsible students made steady progress. Three areas were focused on during 2017. Our team once again led the implementation of the Tell Them From Me surveys. There was excellent participation from staff and students. Our parent participation rate increased from below 10% in 2016 to approximately 20% in 2017. After reviewing the student TTFM data from Term 1 the school adjusted the delivery of wellbeing to include the Smiling Minds program in Term 3. Anecdotal evidence from staff showed the program, delivered twice a week for 10 minutes, had a positive influence on students' ability to focus on learning after the sessions. The team continued to implement circle-time and the K-6 Peer Support program. The 2017 focus of Peer Support was values. Staff and students positively engaged with the program. The PBL team reviewed and modified playground reporting documentation. The school community, students, staff and parents, have worked well together to maintain and improve school grounds and gardens and have helped build sustainable practices within the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| <ul style="list-style-type: none"> Growth in student, parent and staff indicators of emotional wellbeing through wellbeing survey. | \$0 – implementation of Tell Them From Me survey (TTFM) | <p>Asquith Public School is committed to supporting and improving school wellbeing outcomes. School community (students Yrs4-6, staff and parents) engaged with the TTFM survey in 2016 to gather baseline data and again in 2017. The following data shows results from wellbeing initiatives 2016-2017;</p> <p>Student</p> <ul style="list-style-type: none"> Increase from 84-92% of students reporting they have friends at school they can trust and who encourage them to make positive choices Increase from 90-93% of students reporting students had positive behaviour and reporting they do not get into trouble at school for disruptive or inappropriate behaviour. Increase from 40-45% of students felt they had high skills and challenge tasks within the classroom <p>Staff</p> <ul style="list-style-type: none"> Increase from 71-96% of staff reporting leaders and staff, staff and staff work effectively together increase from 91-98% of staff reporting teachers and leaders create a positive learning culture increase from 87-98% of staff reporting the school creates an inclusive setting increase from 71-86% of staff reporting staff value parent involvement in student learning <p>Parents</p> <p>Statistically parent participation rates for 2016 were very low and therefore the below data may be uncorroborated.</p> <ul style="list-style-type: none"> increase from 56-61% of parents reporting they feel welcome at school increase from 70-88% of parents reported the school supports positive behaviour |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| <ul style="list-style-type: none"> Growth in student, parent and staff indicators of emotional wellbeing through wellbeing survey. | | <ul style="list-style-type: none"> increase from 64–72% of parents reported the school is a safe learning environment increase from 50–66% of parents reported the school is inclusive. |
| <ul style="list-style-type: none"> Reduction in negative incidents logged in Sentral across the school. | \$500 – Peer Support resources | Consistent approach to managing student behaviour and expectations through; <ul style="list-style-type: none"> all staff implement Circle Time K–6 Peer Support program implemented K–6 with a focus on values continue to monitor and reinforce playground behaviour through the PBL program all classes trial Smiling Minds sessions. Two 10 minute sessions per week during Term 3. |
| <ul style="list-style-type: none"> Established and develop sustainable gardens within the school grounds. | \$0 – native plants for gardens donated by Hornsby council \$1200 – Ready, Set, Grow training for school staff member (TPL funds) | Students and community have established sustainable gardening practices within the school grounds. Students and community have worked together to; <ul style="list-style-type: none"> regenerate native plants and grasses in the Turpentine Forest install structured garden bed edges in the regeneration area of the Turpentine Forest plant native seedlings in the Turpentine Forest maintain and grow the school's sustainable vegetable garden monitor and maintain gardens through P&C Enviro Hub and student garden club introduce a market stall once a term to sell produce from the school's sustainable gardens reduce litter waste within school through Nude Food Days. |

Next Steps

School to undertake self evaluation of all programs and strategic directions. Self evaluation and reflection process to include students, staff and community. School collaboratively develop a new school plan for 2018–2020 that responds to the needs of students, staff and community.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | \$4775 | Enhanced support for students who identify as Aboriginal or Torres Strait Islander by; <ul style="list-style-type: none"> engaging with and involving families to develop the implementation of PLPs for all ATSI students additional 1:1 support for students at risk of not meeting national minimal standards in literacy and numeracy. |
| English language proficiency | 0.6 staffing allocation plus \$18 087 | Enhanced performance of EAL/D students by; <ul style="list-style-type: none"> additional 1:1 / small group EAL/D support for students at risk of not meeting minimal national standards in literacy and numeracy additional small group support for students at risk of not meeting minimal national standards in literacy through the Mini-Lit program improved access to curriculum for EAL/D students by engaging Student Learning Support Officers (SLSOs) in the mainstream classroom setting |
| Low level adjustment for disability | 0.6 staffing allocation plus \$10 947 | Engaged students and their parents/carers in consultative and collaborative process to personalise learning and support reflecting individual needs by; <ul style="list-style-type: none"> staff and parents collaboratively setting learning goals for students to meet individual need within the mainstream setting staff and parents working collaboratively to ensure understanding of learning adjustments made for students within the mainstream. Increased student engagement and participation and increased student learning outcomes through; <ul style="list-style-type: none"> Mini-Lit program for students identified through the Learning Support Team (LST) to improve student decoding and reading skills K-2 Rip it up reading program for students identified through the LST to improve student phonemic awareness and reading skills 3-6 Improved access to the curriculum for students identified through the LST by engaging SLSOs in the mainstream classrooms increased student access to social skills program on the playground by engaging SLSO to implement playground programs. |
| Quality Teaching, Successful Students (QTSS) | 0.72 staffing allocation | Ensured ongoing support and development for all staff by; <ul style="list-style-type: none"> implementing mentoring time for English through drama program implementing mentoring time for Cultures of Thinking professional learning implementing mentoring time for Early Career Teachers (ECT) not supported through 'support for beginning teacher' funds. releasing staff to plan term programs collaboratively. |
| Socio-economic background | \$10 947 | Increased communication and built positive links with school community by supporting families to ensure all students regardless of socio-economic background had the |

| | | |
|---------------------------------------|----------|--|
| Socio-economic background | \$10 947 | opportunity to; <ul style="list-style-type: none"> • participate in excursions, incursions, sporting programs and camps • access correct school uniform • access current literacy resources • access the curriculum on equal basis through the engagement of SLSOs for the mainstream classroom |
| Support for beginning teachers | \$48 476 | Ensured appropriate, ongoing support and development for four Early Career Teachers (ECTs) funds have been used to; <ul style="list-style-type: none"> • identify professional learning through external providers in the area of identified need as indicated on personalised professional development plan (PDP) • Implement additional release from face to face teaching on a weekly basis • implemented additional one hour per week of mentor support time to ensure on going professional dialogue, peer teaching, demonstration lessons and feedback. |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 174 | 186 | 200 | 226 |
| Girls | 163 | 167 | 174 | 184 |

The student enrolment profile table is prepopulated in early December with four years of enrolment data, for males and females, as of the census date.

Asquith Public School had a total of 410 students, including our students in the Support Classes. Asquith Public School grew from 14 to 15 mainstream classes in 2017.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 97.3 | 94.1 | 93.9 | 95.2 |
| 1 | 97.2 | 95.3 | 94 | 94.7 |
| 2 | 96.5 | 95.5 | 95.6 | 95.2 |
| 3 | 97.1 | 95.1 | 94.7 | 95.3 |
| 4 | 96.9 | 96.6 | 93.8 | 95.2 |
| 5 | 95.4 | 94.9 | 96.5 | 95.3 |
| 6 | 93.6 | 94.9 | 92.9 | 96.8 |
| All Years | 96.4 | 95.2 | 94.5 | 95.4 |
| 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 |

explanation of non-attendance. When student attendance or late arrival is of concern the school's Learning Support Team (LST) are notified and student attendance is then monitored and referred to the Home School Liaison Officer (HSLO) if no improvement is made. In 2017 a considerable number of long term absences were due to overseas travel. Families are discouraged from taking students out of school for travel during the school term.

Management of non-attendance

Although school attendance data overall is in line with expectations for State DoE data the school regularly monitors student attendance. The school follows Department policy and attends to all unexplained school absences. Families are sent a letter asking for

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 15.92 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.8 |
| Teacher of ESL | 0.6 |
| School Counsellor | 1 |
| School Administration & Support Staff | 5.82 |
| Other Positions | 0 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No member of staff at Asquith Public School identify as Aboriginal.

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 | 26 |

Professional learning and teacher accreditation

Professional learning programs are primarily funded by tied funding from the DoE. Additional programs were provided in 2017 for beginning teachers using additional beginning teacher funds.

Teacher professional learning is offered through two sources; external providers and school designed and delivered programs.

The school programs were offered each Wednesday afternoon for an hour, at five school development days throughout the year and on a peer-to-peer basis and

as part of the supervision process by executive staff.

External programs are offered by the DoE and private providers. These are accessed by staff on an individual basis to meet the needs of that teacher or to address a school need. Some programs offered in this manner are mandatory programs of the DoE.

In 2017 as school focus for professional learning was working with external provider, Simon Brooks, to build a culture at Asquith Public School where our students become critical and creative thinkers. All staff participated in extensive professional learning based on Cultures of Thinking pedagogy from the Project Zero team at Harvard Graduate School of Education. All staff engaged in a personal action research project reflecting on their own pedagogy.

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 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 294,965 |
| Revenue | 3,795,808 |
| Appropriation | 3,519,687 |
| Sale of Goods and Services | 13,856 |
| Grants and Contributions | 258,337 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,928 |
| Expenses | -3,637,294 |
| Recurrent Expenses | -3,637,294 |
| Employee Related | -3,263,467 |
| Operating Expenses | -373,827 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 158,514 |
| Balance Carried Forward | 453,479 |

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,512,396 |
| Base Per Capita | 60,969 |
| Base Location | 0 |
| Other Base | 2,451,428 |
| Equity Total | 189,706 |
| Equity Aboriginal | 4,775 |
| Equity Socio economic | 10,947 |
| Equity Language | 79,032 |
| Equity Disability | 94,952 |
| Targeted Total | 600,227 |
| Other Total | 132,274 |
| Grand Total | 3,434,603 |

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.

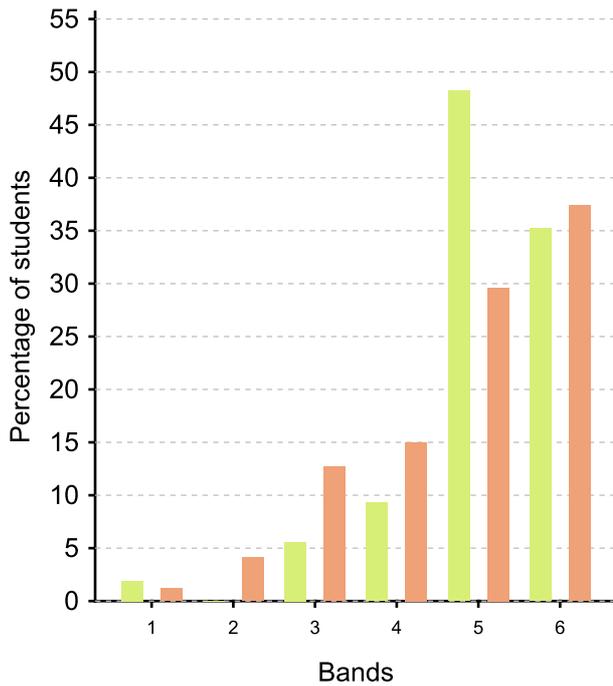
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

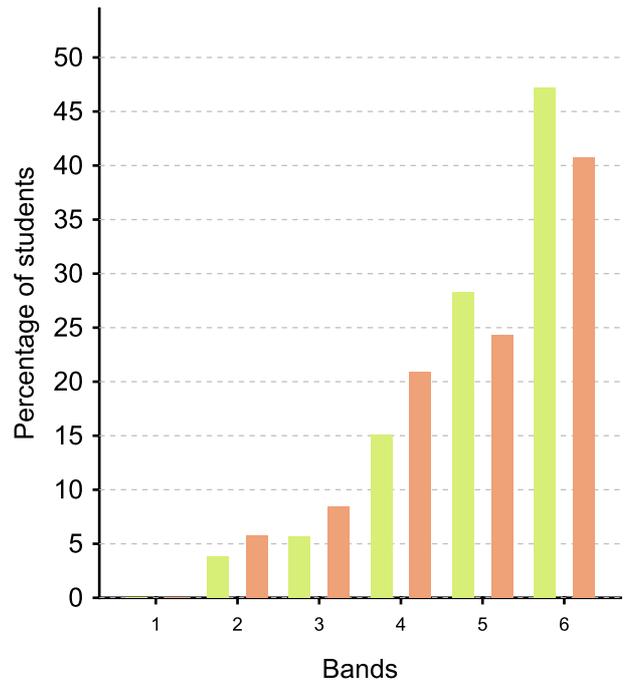
NAPLAN

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.

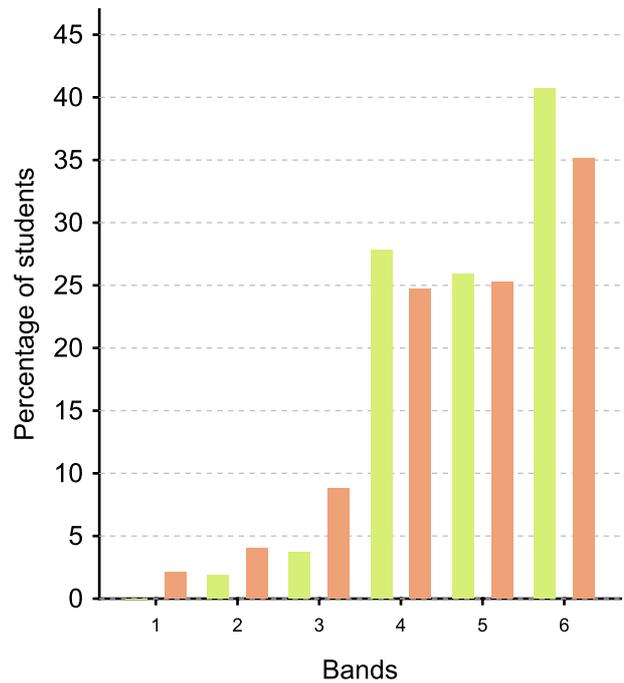
Percentage in bands:
Year 3 Grammar & Punctuation



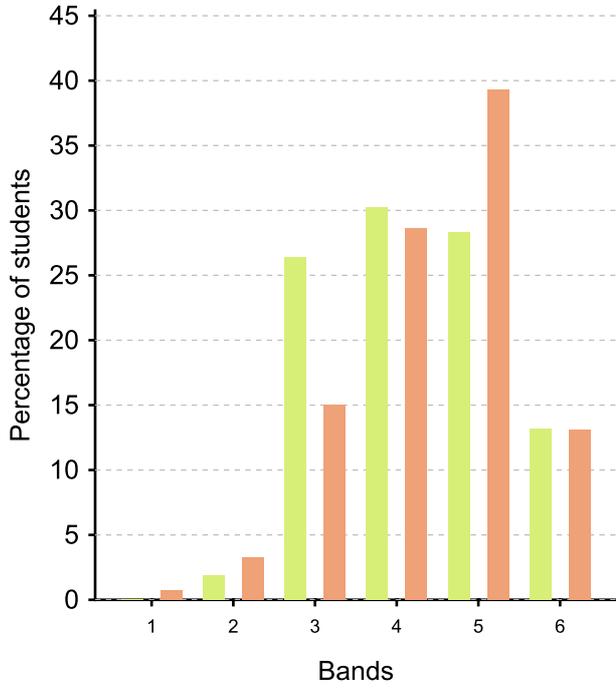
Percentage in bands:
Year 3 Reading



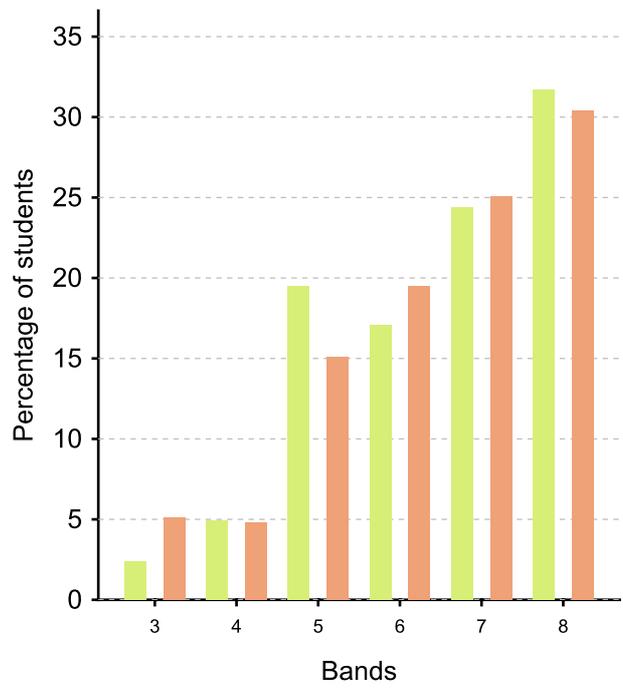
Percentage in bands:
Year 3 Spelling



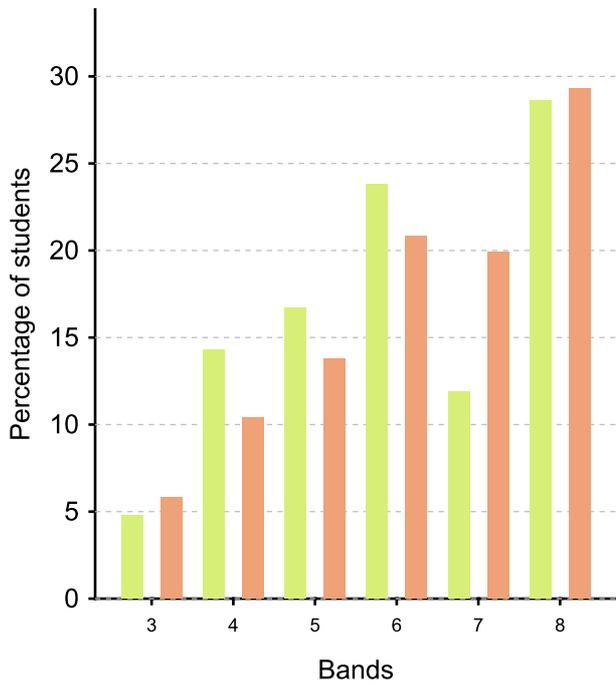
Percentage in bands:
Year 3 Writing



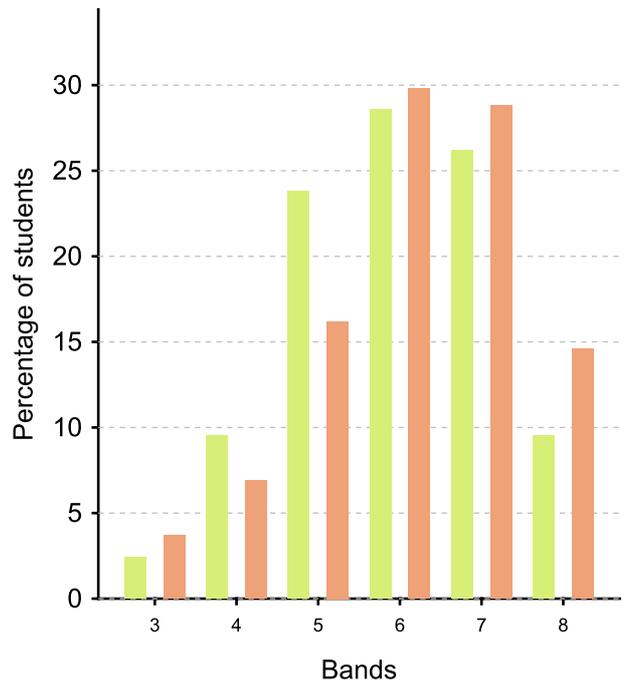
Percentage in bands:
Year 5 Reading



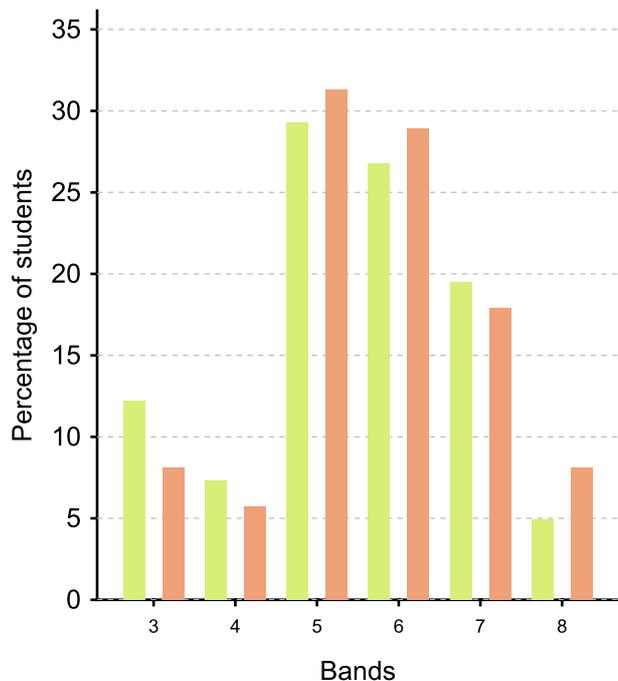
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands: Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, staff and parents about the school. In 2017 Asquith Public School used the Tell Them From Me (TTFM) survey to seek the opinions and students (Years 4–6), staff and parents.

Students

The Tell Them From Me student survey provided the school with insight into student engagement, wellbeing and effective teaching practices, from the perspective of our Year 4, 5 and 6 students. Student engagement includes a sense of belonging at school, the extent to which students value schooling outcomes, and a student's psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Student responses in these three areas are below.

Social Engagement

- 75% of students feel accepted and valued by their peers and by others at school and have a high sense of belong. NSW Government norm is 81%
- 92% of students have friends at school they can trust and who encourage them to make positive choices. NSW Government norm is 85%
- 83% of students had a high rate of participation in sports with an instructor at school, other than during sport time. NSW Government norm is 83%

- 65% of students had a high rate of participation in extracurricular activities, or a school committee. NSW Government norm is 55%

Institutional Engagement

- 96% of students believe that education will benefit them personally and value Asquith Public School's learning outcomes. NSW Government norm is 96%
- 92% of students had positive behaviour and reported they do not get into trouble at school for disruptive or inappropriate behaviour. NSW Government norm is 83%
- 60% of students had positive homework behaviours (complete homework with positive attitude and in a timely manner). NSW Government norm is 63%

Intellectual Engagement

- 71% of students were interested and motivated in their learning. NSW Government norm is 78%
- 89% of students try hard to succeed in their learning. NSW Government norm is 88%
- 45% of students felt they had high skills and high challenges tasks within the classroom. NSW Government norm is 53%

Staff

The teacher Tell Them From Me survey provides schools with insights into school and classroom effectiveness from the perspective of teachers. The survey has two sections. The first set of questions in this survey were grouped to assess eight of the most important drivers of learning. The drivers of learning are shown to be strong correlates of student achievement. The second set of questions focus on school and classroom practices that support teacher learning. Staff responses in these two areas are below.

Drivers of Learning

- Leadership – school leaders work to support staff and create a safe school environment – 69% agreed or strongly agreed
- Collaboration – Leaders and staff, staff and staff work effectively together – 96% agreed or strongly agreed
- Learning culture – Teachers and leaders create a positive learning culture – 98% agreed or strongly agreed
- Data informs practice – Staff effectively use data to inform practice – 91% agreed or strongly agreed
- Teaching strategies – staff motivate and engage students using variety of teaching strategies – 100% agreed or strongly agreed
- Technology – staff use technology to engage students, to give immediate feedback and to track student progress towards learning goals – 69% agreed or strongly agreed
- Inclusive school – staff create inclusive setting – 98% agreed or strongly agreed
- Parent involvement – staff value parent involvement in student learning – 86% agreed or strongly agreed

Classroom and School Practice

- Challenging and visible goals – staff and school set challenging and visible goals – 83% agreed or strongly agreed
- Planned learning opportunities – staff set challenging learning tasks, use data to inform planning, plan for individual student need – 98% agreed or strongly agreed
- Quality feedback – staff give effective student feedback, staff receive effective feedback (from students and leaders) – 78% agreed or strongly agreed
- Overcoming obstacles to learning – staff can help students overcome obstacles to learning – 98% agreed or strongly agreed

Parents

The parent Tell Them From Me survey helps to clarify and strengthen the important relationship between parent and school. The survey included seven separate measures. Parent responses are below.

- Parents feel welcome at school – 61% agreed or strongly agreed
- Parents are informed at school – 44% agreed or strongly agreed
- Parent participation at school; 24% of respondent parents talked with classroom teacher about their child three or more times per year; 30% of respondent parents attended three or more parent meetings a year; 64% of respondent parents were involved in school committees
- Parents support learning at home – 40% agreed or strongly agreed
- Parents feel school supports student learning at school – 71% agreed or strongly agreed
- Parents feel school supports positive behaviour at school – 88% agreed or strongly agreed
- Parents feel school is a safe learning environment – 72% agreed or strongly agreed
- Parents feel school is inclusive – 66% agreed or strongly agreed

Policy requirements

Aboriginal education

During 2017 there were 7 Aboriginal or Torres Strait Islander student enrolled at Asquith Public School which represents approximately 2% of the student population. Each Aboriginal student had a Personalised Learning Plan (PLP) that was developed in conjunction with parents or caregivers, students and teachers. These plans were implemented and reviewed on a regular basis.

Asquith Public School promotes respect for the unique and ancient culture of Aboriginal people in the following ways;

- integration of Aboriginal perspectives across Key Learning Areas so that all students are able to develop knowledge and understanding about Australia's first people;

- maintaining and using the Bik-a-labarley-mur-ra-ring-walla trail within the
- welcome to country at student assemblies delivered by a student who identifies as Aboriginal;
- acknowledge and celebrate NAIDOC week;
- installing a second flag pole within the school to enable the flying the Aboriginal flag on significant days

Multicultural and anti-racism education

Asquith Public School is a diverse, multicultural school which takes pride in its rich and growing cultural diversity. We have culturally inclusive school practices that are embedded across the school. Teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

In March, once again Asquith celebrated Harmony Day, with many student dressing in their national costumes and sharing information with peers regarding their culture.

A range of strategies have been incorporated in the school's communication with parents and community members from culturally diverse backgrounds. These have included an increase in the use of interpreters, and the employment of additional EAL/D teacher time. The school also has a teacher who is appointed as an Anti-Racism Contact Officer (ARCO). This teacher has been trained as an ARCO. The ARCO is the first contact in dealing with allegations of racism.